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ABSTRACT

This document presents a set of ten newsletters, entitled "Connections," published by the Foothill-De Anza Community College District from September 1997 through December 1998. The following articles appear in the newsletters: "Futurist Wolfe," "Local Success Fong," and "Fourth Annual Day at the 'Stick Is a Big Hit"; "Heat on HVAC," "Advocate Mason," and "Community Building"; "Jay Jackman," "A1 Bond Rating," and "Fiber Infrastructure"; "A Woman Ahead of Her Time" and "Building a Better Learning Environment"; "Dolly Sandoval," "Staff Retreat," and "A Peaceful Place"; "Jim Keller," "Elizabeth Barkely," "Marketing Awards," and "A Legacy of Learning"; "New Distance Learning Network," "John Schulze," "Chancellor Activities," "New Faces in Central Services," and "$7.7 Million Budget Contingency"; "Four Candidates Vie for Board Slot," "Collegis and Mike Reid To Assist with District Technology Issues," "Chancellor Highlights," and "November Bond Election: $3.7 Million at Stake for FHDA"; "Partnerships for Excellence," "People: Don Allen," and "Enrollment Growing"; and "Technology Recommendations," "Sandy Hay," and "Chancellor Highlights." Each newsletter also contains a "Chancellor's Column" and some conclude with a section entitled "A Resource at Your Service." (VWC)

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ED 442 486

Connections

The Newsletter of the Foothill-De Anza Community College District, 1997-1998

Numbers 1-10

September 1997-December 1998

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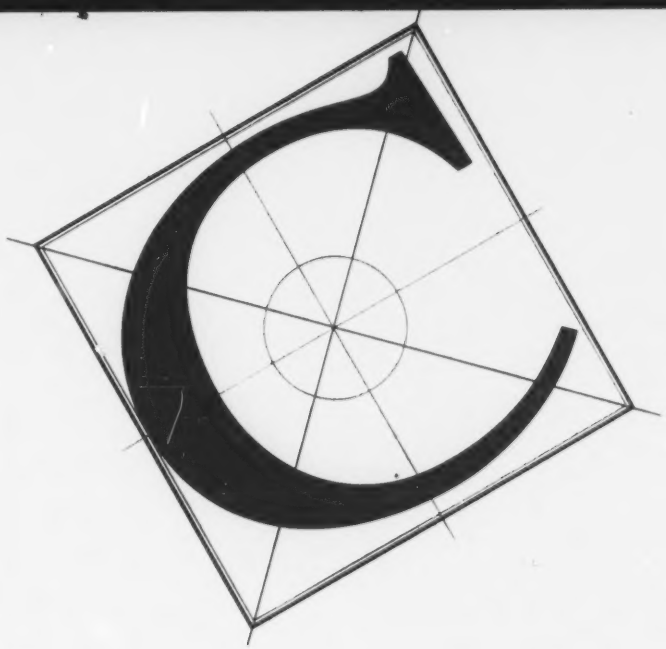

CONNECTIONS

No. 1 • September 1997

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Tom Wolfe

RENOWNED FUTURIST SETS THE STAGE ON OPENING DAY

Opening Day got started with a bang, as best-selling author and the pre-eminent social commentator of our times addressed faculty, staff, retirees and community dignitaries. Tom Wolfe's presentation, titled "The End of a Century and The Spirit of a New Age," is the latest chapter in his urbane and insightful commentary on American mass culture. Dubbed the Father of "New Journalism," Wolfe has chronicled our culture with a wit and insight that has eluded most futurists.

He is the author of eleven books, including The Bonfire of the Vanities, The Electric Kool-Aid Acid Test and The Right Stuff, for which he won the American Book Award for general non-fiction. Wolfe has also been presented the Harold D. Vursell Memorial Award by the American Academy and Institute of Arts and Letters, as well as the Columbia Journalism Award for distinguished service in the field of journalism.

SUCCESS IS LOCALLY GROWN FOR BOARD PRESIDENT PAUL FONG

Paul Fong

Board President Paul Fong learned early on to develop a strong sense of identity and achievement. This not only played a key role in shaping his early ambition, but has also shaped his professional career as a real estate developer and educator.

Raised in San Mateo and Sunnyvale, Paul helped out in his family's flower business. While in high school, although stereotyped as studious and submissive, he became a campus leader in academics and athletics and started his own small business, a flower shop. His business became so successful, it prompted a "friendly takeover" by his parents.

Upon graduation, Paul attended De Anza College where he organized the first ESL classes for Asians and the first Mandarin and Cantonese language courses. Following De Anza, he attended San Jose State, earning a BA in Sociology and Asian American Studies, and later receiving a master's degree in Public Administration.

The Silicon Valley boom was in high gear during the late 70's, and increasing land values exerted tremendous pressure on the family's flower growing business. This led Paul into real estate, where he established his own business, PF Properties. Paul characterizes this turning point as "a lifelong learning experience involving a variety of pursuits."

In 1979 Paul returned to De Anza as an instructor in the Summer Youth Program and Asian American Studies. He continued teaching for fourteen years until his election to the Board of Trustees in 1993.

Always adapting to new challenges, Paul is a community leader and activist with a successful track record in Silicon Valley real estate, politics and education. This year his passion for teaching and learning led him back to the classroom. He is now teaching full time at Evergreen Valley College and building a Political Sciences department.

Paul lives in Cupertino with his wife, Grace, and their three children.

This column will regularly feature individuals from Central Services and the Board of Trustees.

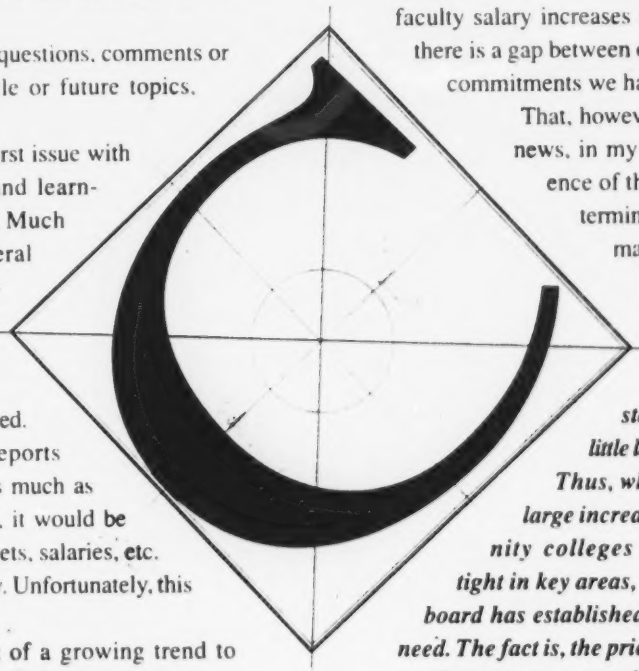
CHANCELLOR'S COLUMN

CONNECTIONS DEBUTS WITH BUDGET IN MIND

Welcome to our newly-expanded and revised Connections. The strategic plan we adopted last year calls for a commitment to keeping everyone better informed. While Connections will not be our only effort in achieving this goal, we hope it will prove to be an effective forum for encouraging dialogue.

We will use these pages to discuss items of common concern, to introduce members of our district community and to keep all of you informed of our activities as we serve you.

In the meantime, if you have questions, comments or suggestions, regarding this article or future topics, please feel free to contact me.



While I prefer to begin this first issue with ideas for improving teaching and learning, I need to discuss the budget. Much of the news directed to the general public is incomplete and leads to false assumptions regarding the level of state funding for our district.

Our funding level HAS increased. Perhaps you have seen news reports indicating funding increases as much as 10.5%. After seeing these reports, it would be logical to conclude that "B" budgets, salaries, etc. should all increase proportionately. Unfortunately, this is not the case.

This confusion is the result of a growing trend to increase "one-time" dollars and to place restrictions on "categorical dollars." One-time dollars include funds for instructional equipment, maintenance and hazardous substance removal. Categorical dollars must be spent in specified categories. Examples are funds for programs like EOPS and DSPS, faculty and staff development, telecommunications and technology infrastructure, and matriculation. A specific example: $100 million has been proposed statewide for "Academic Excellence," a controversial proposal for our '98 budget to apply additional funds to outcomes-based funding. That would mean districts would receive state funding on the basis of transfer, degree recipients, or some other form of "completion outcomes."

This leaves only two sources of funds for "general" or "unrestricted" spending. Unrestricted dollars include money for growth and a 3% cost of living allowance (COLA). However, we are not adequately funded for our most important areas - staffing levels and compensation. One-half of our COLA is consumed by contractual increases in costs, that is, step and column or longevity increases. And utilities, benefit cost increases, etc., must be funded from this source. Also, we have agreed to faculty salary increases of about 4%. Thus, you can see there is a gap between our unrestricted revenues and the commitments we have made.

That, however, is not the bad news. The bad news, in my opinion, is the dominant influence of the legislature and Governor in determining our priorities. Originally, the majority of our dollars came to us in less restricted ways; local governing boards were allowed to determine local priorities. ***Today we are told by the state where our priorities lie with little latitude for district-level decisions. Thus, when many of us hear the news of large increases in state funding for community colleges and we see that budgets are tight in key areas, we incorrectly assume our local board has established priorities inconsistent with the need. The fact is, the priorities are established elsewhere.***

Fortunately, most of us would concur with the state's current emphasis on maintenance, technology, instructional equipment, and enrollment growth. But what happens when state priorities differ from our own? Would we rather have less money available in areas currently designated by the state and more money available for supply budgets, staffing, and compensation?

In subsequent articles I will address the reasons for this development as well as actions we have taken in response to concerns voiced by staff and others.

Leo E. Chavez

FOURTH ANNUAL DAY AT THE 'STICK IS A BIG HIT

Sunday, June 8 was a beautiful day at 3-Com Park, as 95 Foothill-De Anza employees and students gathered for the Annual Giants Tailgate Barbecue, then cheered the Giants on to a 5 - 3 victory over the Braves.

Trustee Dolly Sandoval commented, "This is the only true opportunity for students, faculty, staff, managers and board members to come together and simply have fun. The only brainstorming or committee work we do here is to make sure everyone has a great time!"

"I enjoy attending the game," stated Bill Lewis from Plant Services, who was accompanied by his two children. "Every year I meet new faculty, staff and students," he added.

Hats off to Sandoval, Lewis, De Anza Manager Greg Druehl, and Foothill Dental Hygiene faculty member Ken Horowitz for organizing this fourth annual "Day at the 'Stick." It is usually scheduled for the first Sunday in June, and every year the number of attendees grows. Says Horowitz, "Where else can you see a board member riling up the crowd?"

We hope to see you at next year's event.

A RESOURCE AT YOUR SERVICE

Welcome to the Human Resources Corner of Connections. With each issue we'll bring you up to date on the District's Human Resources issues, concerns, procedures, and services. We hope all of our services will help you better serve students.

Over the past two years Human Resources has strived to improve services to employees. This year we're expanding services to include a series of HR Brown Bag Lunches. These open forums will cover relevant topics, procedures and information sharing. We plan to schedule at least one session per quarter at each campus. You bring your lunch; we'll provide the drinks! We're planning the program debut for October 1 and 2. Look for more details later this month.

In the meantime, if you'd like one or more of us to attend or address a meeting, please call Bonnie Barrow at x6210 to schedule. We'd be delighted to receive your invitation.

We wish you a wonderful year and hope you'll give us a call whenever you need assistance. Here is a list of who to call for information on specific subjects.

Faculty Issues:	Martha De La Cerda	x6220
	Annette Perez	x6219
Classified Staff Issues:	Margaret McCutchen	x6227
	Kris Paulsen	x6222
Temporary Employees:	Natalia Jimenez	x6221
Employment:	Kim Chief Elk	x6216
	Chris Fliehman	x6214
Benefits:	Christine Vo	x6225
Classification:	Vanda McCauley	x6228
Discrimination/ Sexual Harassment:	Robin Moore	x6103
Administrative/Policy/ Collective Bargaining/ Employee Relations, etc.:	Jane Enright *(Faculty/Administrators)*	x6210
	Greg Parman *(Classified Staff)*	x6210
	Bonnie Barrow, *Executive Assistant*	x6210

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Foothill-De Anza Community College District
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RECENT ACTIVITIES

Leo Chavez
Addressed the Mountain View School District on "Literacy and the Success of the American Experiment" on August 25. Spoke at a meeting of Workforce Silicon Valley on August 5. Gave the keynote speech at the University of Texas, El Paso annual support staff luncheon on July 21.

Paul Fong
Spoke at Foothill and De Anza graduation ceremonies in June as well as the OTI graduation ceremony.

Jay Jackman
Served as panelist for a workshop entitled "Achieving Student Equity, a California Community College Statewide Initiative" at the June 1 National Conference on Race and Ethnicity in American Higher Education. Other panelists included Toni Forsyth, Judy Miner, Jose Peralez (Vice Chancellor of Human Resources at California Community Colleges) and Nicola Smith (an undergraduate at UC Berkeley).

Judy Moss
Convened the September 5 City-Schools Meeting with superintendents and board presidents of school districts, mayors and city managers, and state and county legislators for the Los Altos, Los Altos Hills, Mountain View and Palo Alto area.

Dates to Remember

September
Open enrollment for Medical benefits begins September 26 through October 27.

October
Professional Development Leave applications are due by October 15.

November
Flex Benefits Open Enrollment and Renewal begins November 1 through December 12.

December
Classified Staff Development Leave applications are due by December 15.

Tuberculosis (TB) Test — New employees are required to complete a TB test within 60 days of the first day of employment. Current employees are required to update the TB test every four years.

Did You Know...
Tax Shelter Annuity (403B) participants may submit unlimited "amount" changes within a calendar year. Forms may be obtained from and submitted to Payroll Services.

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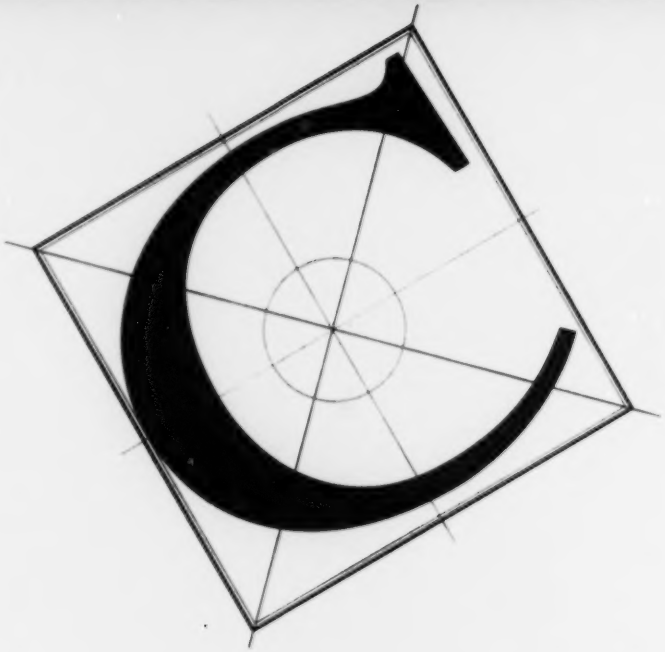

CONNECTIONS

No. 2 • November 1997

The Newsletter
of the
Foothill-De Anza
Community College
District

In This Issue:

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With the Heat on HVAC, $9.9 Million Allocated for Improvements

The District's Heating, Ventilation, and Air Conditioning (HVAC) systems have reached a point where extensive repair or replacement can no longer be deferred if we are to maintain a healthy, comfortable environment for our students and staff. Much of Foothill's equipment is in excess of 35 years old while the newer units at De Anza are over 25 years old and have deteriorated accordingly. Other problems with our present system include the use of environmentally unfriendly coolants, an unworkable control system, and the inefficient use of energy. Finally, the system fails frequently, complaints fly and only a full-scale reengineering will solve these problems.

The Energy Reduction and HVAC Renewal Project was formed with the objective of complete conversion of the District's HVAC system to an energy efficient one. The HVAC master plan submitted to the Board of Trustees in February 1997 outlined the scope of the project, along with the financial requirements. This plan has been expanded with detail gathered from our energy audits and engineering estimates, but still remains a viable guide. Following is a general listing of work included in the next phase of the project.

At De Anza, all five chillers will be replaced and three primary cold water loops will be connected to provide redundancy and increased energy efficiency. The entire campus control system will be replaced and connected to the Energy Management System. The Flint Center cooling tower will be replaced. Existing light fixtures will be replaced with energy efficient units. The HVAC system in about 50% of the classroom buildings will be replaced with a system that includes new air handlers and variable air volume (VAV) distribution systems.

At Foothill, the infrastructure required to air condition the campus will be installed. This will include the underground piping required to distribute the chilled water and a new chiller plant. About 25% of the classroom buildings will receive an air conditioning package that includes new air handlers, VAV distribution systems, insulation, and return air ducting. Most of the remaining asbestos ceilings will be removed and new finishes and light fixtures will be installed. Lighting on campus will be upgraded to energy efficient units. The HVAC control system will be replaced on much of the campus.

A new Central Services position will be added to allow full-time monitoring and repair capabilities for the new controls and Energy Management System. 50% of the position will be funded by direct energy savings.

Funding for the project is being provided by six different sources. $1,203,160 in District funds for Major Maintenance have been accumulated over a three year period. The State Deferred Maintenance program for 1996-97 contributed $1,095,700 and Scheduled Maintenance of $1,765,733 for 1997-98. The State Hazardous Materials Fund provided $462,000 for asbestos abatement. $2,300,000 from the District's COP is earmarked for the project.

(Continues on page 5)

Foothill-De Anza Has an Avid Advocate in Mary Mason

Board of Trustees Vice President Mary Mason has always been active in local community affairs. Now she is expanding her horizons to state-wide community college issues as well.

Mary Mason

Mary's association with educational institutions began when she became active in her children's schools, starting with elementary school PTA. She had served as chair of the Community Advisory Council and was a member of the Administrative Council of Los Altos High School when other community members suggested she run for the Mountain View-Los Altos Union High School District Board of Trustees. Mary ran and was elected, serving for nine years, including two as president. In 1990, when she decided not to run again for her seat, Paul Sakamoto, then superintendent of Mountain View-Los Altos High School District, suggested she run for the Foothill-De Anza Board. "I had board experience, understood the local community and was deeply committed to public education. Foothill-De Anza seemed like a natural next step."

As her work on the board increased her understanding of and commitment to the community college, Mary also turned her attention and time to state-wide community college issues. She has served for the past three years as a member of the California Community College Trustees (CCCT) Board of Directors, has chaired the Commission on Trustee and Staff Development for the Community College League of California (CCLC), and is first vice president of CCCT. In this role she is also liaison to the Board of Governors of the California Community Colleges. "I think it's important that Foothill-De Anza exercises its influence at the state level, especially given community college funding issues."

Originally from Oregon, Mary majored in Business Administration at Oregon State University. Shortly after graduation she married another OSU graduate, John Mason. His business took them to Salt Lake City, Chicago, and finally Los Altos. She believes Los Altos is a special place: "It is a wonderful community in which to live - great friends, a good job, and community institutions that deserve the best we can give them."

Somehow Mary manages to be active in multiple community boards in addition to holding down a part-time job as a paralegal, and finding time for a weekly game of golf. "Now that my family is grown, I can devote more time to volunteer activities - and the community college is my primary focus." ■

CHANCELLOR'S COLUMN

POLITICS CLOUD BUDGET PICTURE

"I'd Like a Large COLA With That Budget, Please."

In my last article for *Connections*, I discussed the disturbing trend of increasingly restrictive state spending guidelines and promised an attempt to explain the reasons behind this trend. While this explanation is something of a simplification, I do believe it addresses the heart of the matter. We must remember the state budget is a political process and there are currently two "hot button" issues swirling around education.

The first is cost, and closely associated with it, the issue of access to higher education. The second issue is a concern for quality. Together, these two issues have fueled the need for major improvements in the quality of education, reduced cost, and increased access. These concerns have outstripped crime and health care as the preeminent concerns facing our society.

Fundamental to this assessment is that the public and the legislature have lost faith in the education establishment's willingness or ability to successfully address either of these issues. In fact, many opposed the President's recent tax proposal, which would grant tax relief for educational expenses, arguing that this will not help middle-class taxpayers, but instead, will encourage educational providers to continue to dramatically increase costs. Remember, I am talking about the middle-class, not the very wealthy (who can afford the cost), nor the very poor, who tend not to vote and therefore have little influence in this political debate.

Into this rather heady concoction we must stir another volatile ingredient. California has a governor who absolutely opposes public employee unions and has constantly waged war against them. He has made no secret of his crusade to restrict their influence and thus, our access to education funds. I do not blame organized labor for this predicament, and I must add that the Governor is no fan of educational administrators who, in his eyes, demonstrate no vision or ability to improve the educational experience for our students.

Those who govern us feel tremendous pressure to address these public concerns, but they also feel restricted in their ability to effectively respond to an electorate demanding a solution. They argue that it has been virtually impossible to hold educators accountable and, in the past, additional funds have not resulted in any measurable improvement in the quality of education received by California residents. Thus, when a surging economy provided additional billions in state revenues, their response was to allocate dollars toward reducing class size in elementary schools, and to reduce and freeze tuition at CSU and the community colleges. In addition, the Governor responded by withholding millions of dollars in educational funding until he successfully extracted an agreement to subject our students to standardized testing as the measure of their (and our) performance.

The fundamental impact on community colleges has been the increasing use of categorical dollars in our funding mechanisms. Our political leaders are simply interested in making sure we spend our dollars to reflect these public priorities. Thus we find ourselves receiving small COLAs and relatively large increases for technology, deferred maintenance and growth. While these are certainly areas of need, it leaves schools with very little flexibility in areas such as staffing and compensation.

The immediate future does not offer much hope for change. In fact, the next few years will incite intense competition for dollars among education, health, social services, and corrections. Within education, a continuing emphasis on K-12 means higher education will be in a precarious position within this increasingly competitive struggle for additional resources.

State Chancellor Tom Nussbaum remains convinced we will not be successful in securing significant additional resources unless we make some fundamental changes. While there is no time to explore those suggestions now, his proposal includes seeking funding for outcome measures, as well as for seat count. This proposal in particular has met a firestorm of criticism but it deserves careful review. A future *Connections* article will explore this interesting proposal. ◆

Leo E. Chavez

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Retreat Lays Foundation for Community Building

If it had been a picnic, it would have been a potluck affair because everyone brought something to the table.

The "potluck" was ideas and experiences. The "picnic" was the District Leadership Retreat, held at Sequoia Seminars in the hills above Ben Lomond on September 10 and 11. Attending the retreat were representatives of classified staff and administrators from both campuses and central services and, on a rotating basis, members of the Board of Trustees.

Faculty had been invited, but declined to attend because the date of the event fell outside faculty's contracted work year.

In preparation for the retreat, Chancellor Leo Chavez and his staff met with a committee of classified personnel to formulate the agenda. The goal was to begin rebuilding trust, respect and community that have been, at best, fragile in recent years. Therefore, a loosely structured agenda was created to encourage open and honest communication.

The exchange of ideas was impressive and showcased the talents upon which the district can build. The charge to put into action the words spoken was given to all in attendance.

The group agreed that each individual has to build bridges within the community; that all, regardless of title or duties, are responsible for their own actions and their treatment of others. Everyone also has an obligation to stand up for the rights of someone wrongfully attacked.

Participants agreed that without each individual's contributions, no learning can occur. Without maintenance and buildings and grounds there would be no place to gather. Without admissions and records, accounting, and scheduling there would be no students in our classes. Without audio-visual and computer technicians, librarians, and tutorial centers there would be no support for the learning process. Without students or instructors, there would be a business park instead of a school. And for each of the positions named, there is a face, a name, and a talented individual.

Many felt that community building had already started throughout the district, but that all members of the Foothill-De Anza community must have a hand in improving the climate in the district. The retreat planning committee will issue a report shortly. A second leadership retreat, to include faculty as well, is in the initial planning stages and scheduled for the spring of 1998. ■

- Robin Reynolds

President of the Classified Senate at Foothill College

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HR CORNER

A Resource at Your Service

Last month we announced a series of lunchtime get-togethers to respond to your questions and concerns about HR issues and services. The first sessions were quite a success. It was a pleasure for HR staff to meet new people on campus and to connect faces with names. There is a variety of questions on benefits, leaves, classification, retirement and other subjects. Those without questions were informed by the questions and answers of others. One suggestion was to have a workshop on HRS and we are in the process of trying to organize that soon. Please join us on December 1 and 2 for our next brown-bag discussion.

Another way to make our services and information more accessible and responsive is through our web page and HR Server. The HR Server is the more accessible of the two and generally has more current information.

Directions for Accessing the HR Server
The HR Server is accessible through the AppleTalk network. Select the Chooser under the Apple Menu Item. Once the Chooser is available, select AppleShare, select District Office under AppleTalk Zone and then double click HR Server. A dialog box will appear, select guest and click OK. Another dialog box will appear with the following list of folders that you are able to access. Highlight your selection(s) and click OK.

•*Acrobat Reader Folder:* Free software you need to view some of the documents that are available.

•*Employment Materials Folder:* Information on employment opportunities within the district. Folders are categorized by employment category and year.

•*General Forms and Information Folder:* The file, How to Access HR Forms, contains information on how to open the HR forms that are in PDF format.

The forms available in this file are:
- TEA Assignment Form
- TEA Job Descriptions
- TEA Salaries
- Administrator Performance Evaluation Form
- Contract Change Form

•*Part-Time Faculty Data Base:* This data base is available to the campus departments for use in finding part-time instructors. If you need training on how to use this database please contact Employment Services.

•*Unit A Folder & Unit I Folders:* These files contain the job descriptions for all the classified positions in CSEA, Unit A and SEIU, Unit 1.

Human Resources will continue to add and update the information on the server. If you have any suggestions or comments on how we can better provide information to employees, please contact Bonnie Barrow at ext. 6210. ◆

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650-949-6100

RECENT ACTIVITIES

Leo Chavez

•served on a panel presentation on September 18 for the Mountain View-Los Altos Rotary on the community's role in the support of education.

•is serving on the Joint Venture Workforce Design Pledge Team, a group that is attempting to define the skills needed to survive in the valley's high tech environment and to design a curriculum to produce these skills. The team consists of Human Resource directors from local companies and educators from local higher education institutions.

•hosted a CEO Breakfast on September 17 to attract public sector support for a Community Foundation project funded by the Hewlett Foundation to revitalize an East San Jose area known as the Mayfair district. Chavez chairs the project team. This and some of Chavez's other community activities will be featured in a future article.

•testified before the National Commission on the Cost of Higher Education on October 16 regarding California Community College cost issues.

Judy Moss

•chaired the District's Audit & Finance Committee meeting on September 8.

•convened the October 17 City-Schools meeting with superintendents and trustees of school districts, city councilmembers and managers, and state and county legislators for the Los Altos, Los Altos Hills, Mountain View and Palo Alto areas.

•participated on a panel discussion on welfare reform sponsored by the League of Women Voters of Palo Alto and Mountain View-Los Altos on September 10. ◆

Dates to Remember

November
Flex Benefits Open Enrollment and Renewal begins November 1 through December 12.

December
HR Brown Bag Lunch Open Forum, December 1 in the Toyon Room at Foothill and December 2 in the El Clemente Room at De Anza.

Classified Staff Development Leave applications are due by December 15.

Board Office Hours: 3:00-4:30 PM

Foothill College Altos Room
Monday, November 3 & Monday, December 1

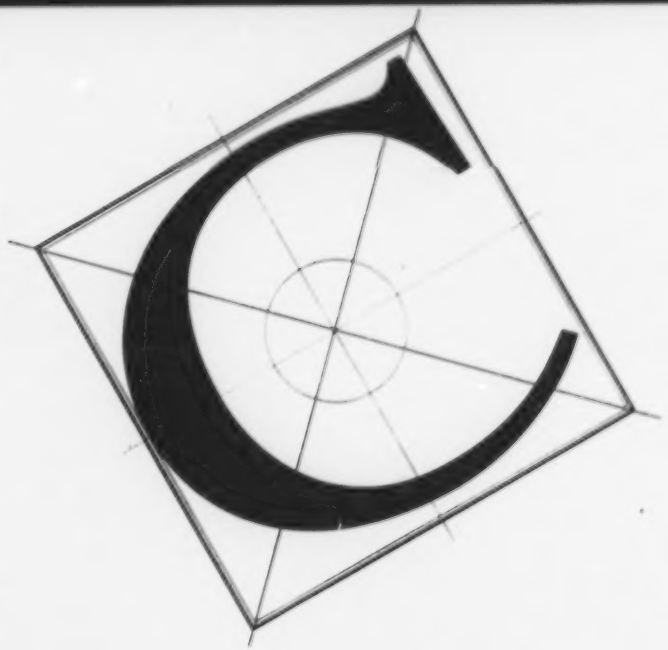
De Anza College Administrative Conference Room
Monday, November 17

$9.9 Million Improvements

From page 1

The energy reduction savings are currently estimated to be in excess of $3,100.00 when capitalized over a fifteen year period. Total cost adds up to an impressive $9.9 million.

Engineered working drawings are scheduled to begin in November and construction should begin in the spring of 1998 and continue for 18 months. ◆



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No. 3 • December 1997

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The Newsletter

of the

Foothill-De Anza

Community College

District

From Harvard to Hawaii to Hastings.

Education is the Difference for Jay Jackman

Trustee Jay Jackman has long been concerned about individuals and groups which are marginalized by society. He bravely admits that he had all the makings of a delinquent as a youngster, ostensibly stemming from an undiagnosed hyperactive condition. Jay credits an insightful 6th-grade teacher for straightening him out at a critical fork in the road. Therefore, it seems only fitting that the once rambunctious trouble-maker would become the forensic psychiatrist, working with death-row inmates.

Jack Jackman

That defining experience convinced Jay of the powerful influence of education. "The American dream is really happening here in the community colleges, for huge numbers of people," says Jay. "Each year I am enthralled by the stories I hear at graduation, particularly from minority students whose lives have been transformed through their experiences at Foothill-De Anza."

Jay grew up in Brooklyn, the son of an attorney and a part-time legal secretary. Despite being an unexceptional student at Columbia University, he used his wiles to gain acceptance to Harvard Medical School. Much to the chagrin of many top students, who hadn't even bothered to apply, he played several universities against one another to engage Harvard's attention.

At Harvard Jay decided to specialize in psychiatry, and while fulfilling his residency at Stanford, he became interested in community mental health. One of his early notable achievements was the creation of a drug treatment program in San Francisco.

In 1974 he moved with his wife, son and daughter to Hawaii for "one year" which stretched into sixteen. In Hawaii, Jay started a private psychiatric and consulting practice. Recognizing that Hawaii's diverse populations posed unique challenges for treating illness, he obtained cross-cultural training in mental disorders of different cultures. This proved to be indispensable in his work.

In 1990, Jay returned to California after marrying his second wife, Myra Strober, a professor at Stanford. He became interested in forensic psychiatry, frequently serving as an expert witness in criminal trials. To strengthen this background with legal training, he recently completed his first year at Hastings Law School.

Jay initially ran for the Foothill-De Anza board after meeting trustees from another community college. They spoke of local boards as places where one could really make an impact and put one's values into action. When asked what impresses him most about the district, he unhesitantly states, "The solid commitment to teaching and serving students that I see in everyone here is something that is not apparent at all colleges." ■

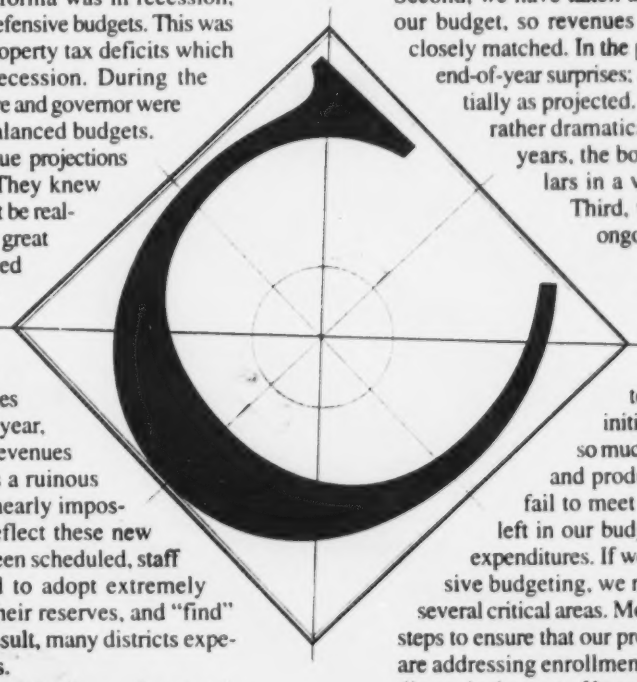
CHANCELLOR'S COLUMN

ANTICIPATE AND REACT

The Realities of Budgeting in a Volatile Environment

In previous essays I described the prescriptive way we are funded by Sacramento and indicated why, I believe, we are funded this way. In this, the last of our budget articles, I will describe how the district is responding to this environment and to some of the concerns voiced by the staff about our budget process.

Like preparing for El Niño, budget and spending plans must always anticipate what might come as well as reflect what is. For example, while California was in recession, districts were forced to adopt very defensive budgets. This was necessary to protect against the property tax deficits which always seemed to accompany recession. During the depths of the recession, our legislature and governor were consistently unable to agree on balanced budgets. Instead, they adopted rosy revenue projections and declared a budget "balanced." They knew full well those projections would not be realized, but nonetheless proclaimed to great fanfare that they had accomplished their goal. Inevitably, property tax revenues would fall short of projections and community colleges would be forced to reduce revenues relative to those projected, sometimes several times in one year. One fiscal year, we were actually forced to reduce revenues for the preceding year! This was a ruinous scenario for our colleges. It was nearly impossible to adjust expenditures to reflect these new revenues, as classes had already been scheduled, staff hired, etc. Districts were forced to adopt extremely defensive budgets, spend down their reserves, and "find" money wherever possible. As a result, many districts experienced serious financial problems.



This scenario changed dramatically as the state's economy rebounded. Unfortunately, our budget planning could not keep pace to reflect these new circumstances. Thus, our district's reserves grew by several million dollars in one year and we were rained with a flood of criticism regarding our budgets. We were accused of purposely underestimating revenues and overestimating expenditures, and of pleading poverty and withholding funds for programs or collective bargaining agreements while our reserves were growing dramatically. We were told that money would always "fall" to the bottom line as a result; we should count these "one time" dollars as ongoing and use these yearly "windfalls" to increase ongoing expenses, such as salaries.

In some respects there was a basis for this criticism. However, it stemmed from the environment I described earlier and from the sudden and dramatic rebounding of the state's economy - not from some grand design to "hide money." Nonetheless, in the past two years we have taken several steps to address these concerns.

First, the board has established a level of reserves necessary to protect the financial well-being of the district. The board has determined that a total of 5% of our general revenues will be the target for reserves. Anything in excess of that figure will be, and has been, invested in the district. Second, we have taken a far more aggressive posture for our budget, so revenues and expenditures are now very closely matched. In the past two years there have been no end-of-year surprises; our ending balance has been essentially as projected. Reserves have, in fact, decreased rather dramatically. As a result, over the past two years, the board has invested millions of dollars in a variety of much needed projects. Third, the district is committed to tying ongoing expenses to ongoing revenues.

As a result of these changes, our budgets now have virtually no room for error. There are no significant sums of money left "on the table" at the end of the year to cover mistakes or to finance new initiatives. This is one of the reasons so much emphasis is placed on enrollment and productivity goals. We simply cannot fail to meet either target, as there is no room left in our budgets to cover million dollar overexpenditures. If we are to continue with such aggressive budgeting, we must work assiduously to address several critical areas. Most important, of course, is to take steps to ensure that our projections are realized. Whether we are addressing enrollment goals, productivity goals, expenditures in the cost of benefits, or any other major area of our budget, we must take affirmative steps to realize these goals. We must begin by accepting responsibility for their fulfillment, and then by developing plans to fulfill them.

Projecting the true cost of benefits is also difficult and can produce large million-dollar swings. This district spends nearly $150 million a year, so projecting within 2% of our budget or being 98% accurate is a swing of some 3 million dollars.

Fortunately, our current environment is the opposite of what we experienced not too long ago. The challenge we now face can be met only by taking responsibility for our decisions and by taking forceful actions to ensure that our projections and goals are realized. ■

Leo E. Chavez

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Highest Bond Rating Among State Community Colleges

Moody's recently assigned an A1 rating to Foothill-De Anza for its Certificates of Participation (COPs) dated October 1, 1997. This is the highest rating given by Moody's to a California community college. The district's impressive financial performance in 1996 was the main factor behind the decision.

COPs are a form of lease funding available to public institutions. Because of the high bond rating, the district was able to realize a savings by obtaining an even lower interest rate. The money raised is helping to fund a number of district initiatives: heating, ventilation and air conditioning improvements at the campuses; installation of the fiber optic network (technology infrastructure); and deferred maintenance projects. Without the funds from the COPs, these projects could not be completed.

Controller Ron Galatolo and Director of Business Services Jim Keller deserve much of the credit for working closely with Moody's to help secure the strong rating. ◆

Fiber Infrastructure Installation in the Home Stretch

The infrastructure project to bring network capability to all offices and buildings on the campuses is nearing completion. New fiber and copper installation is complete. Cabinets and racks, which will hold various network equipment, have been placed and anchored in all buildings at both campuses. Power and grounding equipment necessary for a high-speed network is being installed.

Work is currently well underway to connect the fiber and copper which was brought to each building. Testing the fiber and copper to ensure that specifications are met is the last task to be completed. The projected costs are within the 5% contingency, and completion is expected in December.

For more detail on this project, please visit the web site: wwwfh.fhda.edu/infrastructure ◆

HR CORNER

Affirmative Action Update

Under the header of FAQ's (Frequently Asked Questions) the following leads the list. . . Is Affirmative Action still in effect?

Recent events such as the passage of Proposition 209, and the recent Supreme Court decision to let it stand, have left many unclear as to the status of affirmative action. The Foothill-De Anza Community College District still has an affirmative action plan. Prop 209 cannot overrule federal mandates, nor affect the constitutionality of relevant Education Code and California Code of Regulations (Title 5) sections that govern affirmative action in the community colleges. That's a long sentence for a simple answer. Yes, affirmative action is still in effect.

The question of whether Education Code sections 87100 et seq. violate Proposition 209 has been raised in Wilson v. State Personnel Board. This case, which is currently being litigated in Sacramento Superior Court, seeks to have the Court issue a writ of mandate ordering the Board of Governors and Chancellor, as well as several other state agencies, to cease enforcement of various affirmative action statutes. A decision on the constitutionality of the relevant Ed Code sections is not likely for several months.

What exactly is affirmative action?

Affirmative action is a tool used to reach the goal of fair employment and eliminate effects of past discrimination. In applying the doctrine, an employer/educator ensures that applicants and employees are treated equally, without regard to their race, color, religion, sex, or national origin. To accomplish this, the employer develops a program which targets underutilized areas, i.e., job groups with a smaller representation of minorities or women in proportion to their actual representation in the qualified labor market. Affirmative action directs outreach and recruitment to these areas.

Affirmative action programs are designed to assemble a diverse pool of fully qualified candidates for admission, employment or promotion. AA programs produce statistics which allow us to gauge our progress toward diversity through a focus on outcomes, not intentions. The Foothill-De Anza Community College District remains committed to the principles of affirmative action and to providing a learning and working environment rich in cultural and ethnic diversity. ■

RECENT ACTIVITIES

Mary Mason
Was one of 30 prominent business and education leaders from around the state invited to a November 14-15 roundtable on "Leadership and Governance in the California System of Higher Education" sponsored by the Association of Governing Boards.

Participated in a joint meeting of the California Community College Trustees and Board of Governors on November 5.

Trustees
Judy Moss, Dolly Sandoval and Darci Radloff-Riker met November 19 with the 3 local chapters of the League of Women Voters to discuss election process issues. ■

Old friends meet at the annual gala: Foothill-De Anza Board President Paul Fong, at left, enjoys reminiscing with his former De Anza College classmate, Robert Handa, who was one of 23 alumni honored at De Anza College's "A Night of Magic" gala held on Nov. 3. Handa, an award-winning reporter for KPIX/Channel 5, is also pictured with his mother, Harumi Handa; and his finaceé, Arlene Sison.

(photo by Janice Winkel)

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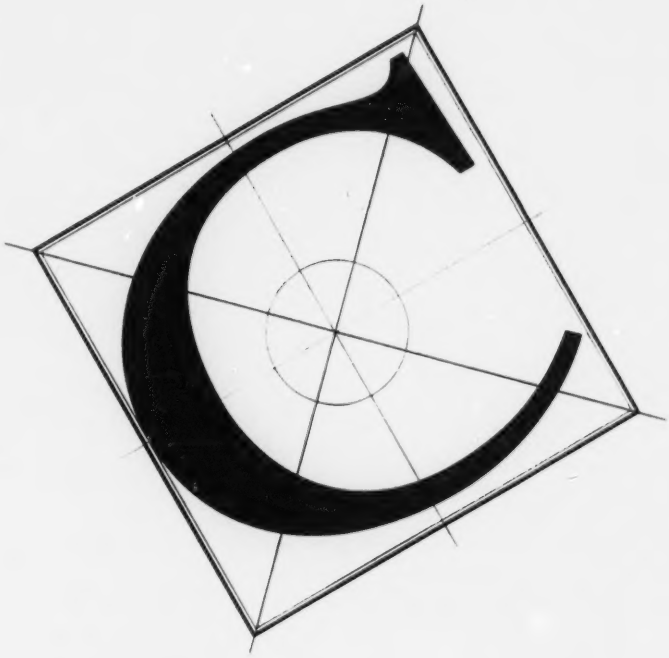

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February 1998

The Newsletter
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A Woman Ahead of Her Time

You've heard the contemporary saying, "The best man for the job is a woman." Nowhere is this more true than in the case of board member Judy Moss.

Judy Moss

After receiving a B.A. in Economics and Statistics from Vassar College, Judy went on to earn an M.A. in Economics from Columbia University. She began her professional career in research statistics, and later moved on to the Port of New York Authority in transportation planning. She was at the right place at the right time and became the Port Authority's first electronic data processing analyst in their pioneering effort in commercial computer applications. As recorded in a report issued at the time, "there were eighty-five applicants for the position, including one woman."

At the time, hiring a female for such a position was practically unthinkable and was met with stubborn resistance. Despite the fact that Judy was imminently qualified for the position, the hiring process was prolonged through several rounds, with each report ending: "including one woman." Eventually that "one woman" was the only person standing and got the job.

Other positions followed in systems design and management at Revlon, the City of Philadelphia, General Electric and Lockheed. While at Lockheed, she took a year's leave of absence as a National Science Foundation Fellow at Stanford, earning an M.S. in computer science.

In 1972 Judy threw her acumen into the political arena, and became the first woman elected to the Mountain View City Council, where she served as council member and Mayor for the maximum two terms.

During that time, Judy changed careers, securing a position as an administrator at the San Francisco Community College District. Starting as Research Director, Judy later served as Interim Vice Chancellor for Personnel and Acting Vice Chancellor for Education Services.

Before retiring a few years ago, Judy ran for the Foothill-De Anza Board to continue her public service. "I care deeply about life-long learning, particularly about enabling individuals to obtain the skills needed to make career changes, whether for work or retirement," she explains. That's definitely the voice of experience from a woman who was way ahead of her time.

Judy resides in Mountain View where she remains active in many community activities. ◆

Buildi

Shortly after I arrived at Foothill-De Anza in 1995, and particularly after our first Opening Day discussions, it became evident that initiatives in several critical areas were high on everyone's agenda. These areas, in general terms, were technology, heating and cooling (HVAC), and what has come to be known as "screen door issues."

TECHNOLOGY

The Network Works for Faculty and Students

The world is changing rapidly and that includes the nature of education. Technological and social forces demand that educational institutions adopt new forms of teaching and learning. We must provide students with a new set of skills, especially given our location in the heart of Silicon Valley. In this multi-ethnic, technology capital, the District must become a leader in using technology to enhance teaching and learning. As late as 1995, a cursory examination of our information infrastructure would have revealed the inability to meet rapidly growing demands for technological advances.

The basis of our information network was installed in the late 1980's when the District was an early adopter of such a network for administrative computing and saw early on the potential educational power of the Internet. In fact, we were one of the first community colleges to develop Internet access.

Over the years more connections were made, additional cable was pulled and network capabilities were added, mostly as a response to individual user requests. The original system was being pushed to the limit. It became increasingly difficult to meet growing demands, not to mention to support future development.

I believed the solutions were campus-based instructional issues, and in December 1995, I asked Penny Patz, Dean of Instruction and Technology at Foothill, and Willie Pritchard, Dean of Technology at De Anza, to take the lead in developing a Technology Plan for the District.

Based on interviews with college and district staff, Penny and Willie established a goal to provide a network that would extend to all staff and faculty desktops, as well as into all classrooms by adding network capacity and increasing speed. In June of 1996, after much discussion at the campus level, a Technology Plan was reviewed by the Board.

The District's 1996-97 Strategic Plan indicated that, "Currency in technology is necessary not only to deliver educational instruction in ways that benefit students, it is critical in providing student access through distance learning...(and) will connect the professional staff with each other and the regional and global community....To maintain or claim status as a premier learning institution in the 21st Century, we must begin to invest wisely and heavily in technology now."

CHANCELLOR'S COLUMN

ng a Better Learning Envir

In February of 1997, Phase 1, which would bring network capability to all offices and buildings on the campuses, was approved. Phase 1 included the installation of a new fiber optic "backbone" through both campuses, copper wiring inside all of our buildings, cabinets and racks to hold various network equipment, and the power and grounding equipment necessary for a high speed network. Fran Titterton, Director of Information Systems and Services, lead the Phase I implementation project that began in the summer of 1997. The work was completed in December 1997 at a cost of $1.6 million.

Phase 2 of the plan will upgrade the cable inside the buildings and purchase active equipment, such as routers, hubs and switches, at an estimated cost of $4.7 million. Phase 3 will purchase computers over a 3 year period for every full-time faculty member who requests one.

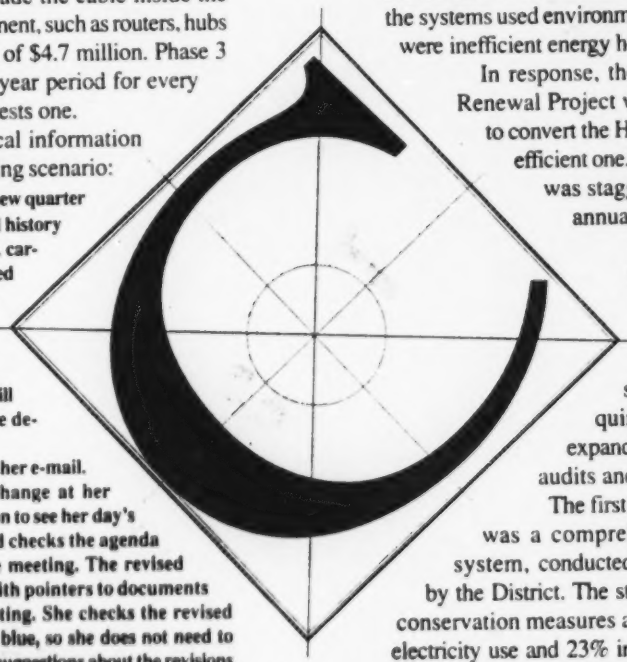
So, what does all this technical information mean to you? Consider the following scenario:

It's Monday, January 4, 1999. The new quarter is getting underway. Joy Swift, a Foothill history instructor, arrives at her office at 7 a.m. carrying her laptop computer. She is refreshed from a long holiday, although she checked her e-mail often from home. Just last night from her home office she put some finishing touches on her lecture notes for today's class. She is still not satisfied, however, with the way she describes the battle at Salamis.

She plugs in her laptop and checks her e-mail. One message points out an agenda change at her morning meeting, so she clicks on the icon to see her day's activities. She reviews her schedule and checks the agenda for the 11 a.m. curriculum committee meeting. The revised agenda has been sent to all members with pointers to documents that must be reviewed before the meeting. She checks the revised documents — the revisions show up in blue, so she does not need to scan the entire document. She writes her suggestions about the revisions for the committee chair, prints the packet, and turns her attention to the faculty senate meeting scheduled for 3 p.m. She reviews the agenda and casts her vote on several pressing issues.

Joy has been collaborating with Al Valdes, a De Anza instructor, with whom she is teaching a Western Civilization class. For a segment on the Greco-Persian Wars, Joy was not sure how to present a particularly confusing strategy to her students. Al and Joy set up a videoconference session with Peter, a historian, during which Peter suggests an interesting way to present the successful deception. Joy opens her class lecture notes and includes Peter's suggestion. To round out the presentation, Joy adds a videoclip from the library server which demonstrates how the ancient Greeks used a primitive sling shot to great effect.

Later in the day, Joy and Al meet with Professor Blue from a local university. His own computing environment seems a little outdated and he wants to see how Foothill-De Anza faculty use technology at the cutting edge to enrich academic life.....



GOLDILOCKS AND THE HVAC SYSTEM

(Too hot...Too cold...Just right)

For many years Plant Services has been barraged by complaints about the HVAC (Heating, Ventilation and Air Conditioning) system - Too hot in the winter. Too cold in the summer. Too cold in the winter. Too hot in the summer...you get the picture. And the complaints were justified. Our HVAC systems (35 and 25 years old) had deteriorated with age, reaching a point where we could no longer maintain them, and they could no longer maintain a comfortable environment for students and staff. What's more, the systems used environmentally-unfriendly refrigerants and were inefficient energy hogs. Something had to be done.

In response, the Energy Reduction and HVAC Renewal Project was developed. Its objective was to convert the HVAC system to a modern, energy-efficient one. However, the cost of a new system was staggering, and the dollars available annually were inadequate.

In a February 1997 presentation to the Board of Trustees, John Schulze, Director of Operations, outlined the scope of the plan for a complete overhaul of the system, including the financial requirements. The plan has since been expanded with information from energy audits and engineering estimates.

The first step in implementation of the plan was a comprehensive analysis of the HVAC system, conducted by Viron, a contractor selected by the District. The study identified 27 required energy conservation measures and set goals of a 25% reduction in electricity use and 23% in gas use for an annual savings of $411,000. The end result will be a modern, efficient system providing a comfortable environment and improved lighting.

At De Anza the work to be completed includes the replacement of the five large chillers which provide cooling for 90% of the campus, a cooling tower, 2100 new control points for the Energy Management System, new air handlers and Variable Air Volume systems for 16 buildings, new lighting for most of the campus, the replacement of underground piping, and new pool covers.

At Foothill the Administration Building, which houses Admissions and Records, and S1 have been air conditioned. Work planned, but not completed includes underground piping required to furnish chilled water to the upper campus, a new 250 ton chiller plant, extensive asbestos removal, 1100 new control points for the Energy Management System, new lighting, pool covers, and a new VAV/insulation/return air/air handler system for five more buildings.

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Wherever possible, the system is being designed to provide cooling in the event of a breakdown. Exterior emergency connections are being provided at the new chillers to allow quick hookup of rental units. Thus, in a breakdown, some cooling will still be available, thereby solving one of our biggest problems, the total loss of heating and cooling when one component fails.

At Central Services a new position will be added to allow full-time monitoring and repair capabilities for the new controls and Energy Management System. This will allow a more immediate response to calls identifying problems. The system itself will fund fifty percent of the position in direct energy savings.

Obviously, the funding for such a comprehensive plan is a challenge. Schulze identified a number of different sources of funds, and after deliberation in the Budget Committee and Chancellor's Advisory Council, agreement was reached. $1,203,160 has been accumulated over a three-year period from major maintenance funds. The state deferred/scheduled maintenance funds for '96-97 and '97-98 contributed $2,861,433. The state hazardous materials fund added $460,200 for asbestos abatement. The proceeds from the sale of COPS (Certificates of Participation) added $2,300,000, and Viron estimates $3,148,828 in energy savings over a 15-year period. Total identified funding for the project is a sizzling $9,973,621. This leaves $5,500,000 unfunded, and the entire project will not be completed until funds are identified. The long-range plan for completing the $5,500,000 unfunded portion of the project includes the use of future State Scheduled Maintenance funds wherever possible.

Work on the project began in November '97 and will continue through late 1999. We can expect inconveniences from construction for a time, but the resulting comfort and savings will be well worth it.

SCREEN DOOR ISSUES

Now We're Really in a Fix.

After hearing the demands from staff for these ambitious technology and HVAC systems, a member of the staff argued there was no need to proceed with such large-scale projects if, at the same time, we were not able to address so-called "screen door" issues. She described these as all the little things that are broken and need to be fixed, but are often left undone because they are so minor. She argued there was no point in pursuing major forward-thinking projects if we first did not take care of the basics. A decision was made through the strategic planning and budgeting process to attempt to address these screen door issues over a two-year period.

(Continues on page 5)

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HR CORNER

Applying for a Position?
Required Procedures Apply to Everyone

One of the benefits of working in a large organization is the ability to seek transfer and promotional opportunities with the same employer. Foothill-De Anza employees often take advantage of job opportunities in the District but sometimes forget they are competing with external candidates in a clearly defined process that is applied equally to all applicants. Here are some tips to remember when applying for a position in the District:

Read the Position Announcement carefully to know what is required and the date on which you must submit the material.

Foothill-De Anza employees often submit incomplete applications thinking that necessary information is already on file, such as transcripts. Please note that Employment Services cannot take contents of the personnel file to use as part of your application — even with your written consent.

As an employee of the District you must meet the same deadlines and submit the same material as external applicants. Because the District must comply with equal employment opportunity laws, we cannot make exceptions in terms of closing dates or adding information to a file after the closing date.

The best advice is to treat your application for employment in the District as you would your application with another employer. Take care in its preparation and presentation and remember that it is your first impression with the committee.

Classification Study

The SEIU Classification Study is still ongoing. Current tasks include completion of final appeal hearings and analysis of benchmark salary data. These two items should be completed by the end of February. After that, positions will be placed in salary ranges and negotiations with SEIU will begin on implementation of the recommendations.

Dates to Remember

March 4 and 5
Open forum/brown bag lunches with Human Resources

March 6
Part-time Faculty file intent to change salary column in Spring Quarter with campus Personnel office

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Former trustees (from left to right) Norm Shiskey, Pitch Johnson, Mary Lou Zoglin, Mary Levine and Bob Smithwick gathered at the Board's annual meeting and holiday social on December 1, 1997.

From Page 4

CHANCELLOR'S COLUMN

At both colleges these projects have included the improvement of classroom, office and outdoor lighting; repair of fencing; replacement of outdated campus signage, maps and railings; painting restrooms and faculty offices; upgrading landscaping and irrigation; repairing pavement and pathways; new shelving and carpeting in some offices; and repairing outlets and screens in classrooms and offices. And more work remains to be completed.

PRESERVING AND EXPANDING OUR LEGACY

Finding the money for these three huge projects has not been easy. We've been fortunate that we have creative thinkers in the Business Services and Operations Department who have been able to "bundle" various funding sources together to come up with a funding package that works.

The Board agreed some time ago to cut reserves to 5% of the general budget and to use any excess moneys to invest in the District. There is no question these are extremely expensive projects and in both '96-97 and '97-98 there were competing needs for District funds. Hard choices had to be made. We budgeted funds based on what we believed would provide the greatest long-term benefits for the District and our students. That meant some needs went unsatisfied and work still remains in several key areas. But we also believe a balanced approach is critical to the long-term health of the District, and that improvements in the environment and in the way we work and teach are well worth some sacrifices.

From my first day as chancellor of this District, I had been cautioned that the Foothill-De Anza community had talked for years about what needed to be done, only to see little actually happen. I kept hearing, "We're tired of talking about problems and never seeing solutions." I resolved early on to change that, and had the full support of the Board and the administration to turn the talk into concrete results.

During this year of our 40th anniversary, we are reminded of the important legacy our founders have left us. We are obliged to preserve and expand on this legacy by treasuring the wonderful buildings we have, and by taking steps to ensure that future generations of students will have modern, well-maintained campuses and staff that rate among the best. These are three major areas where we're changing the way we do things at Foothill-De Anza to ensure that we will in fact preserve and expand on our founders' legacy. I hope they can be models for our future accomplishments together.

Leo E. Chavez

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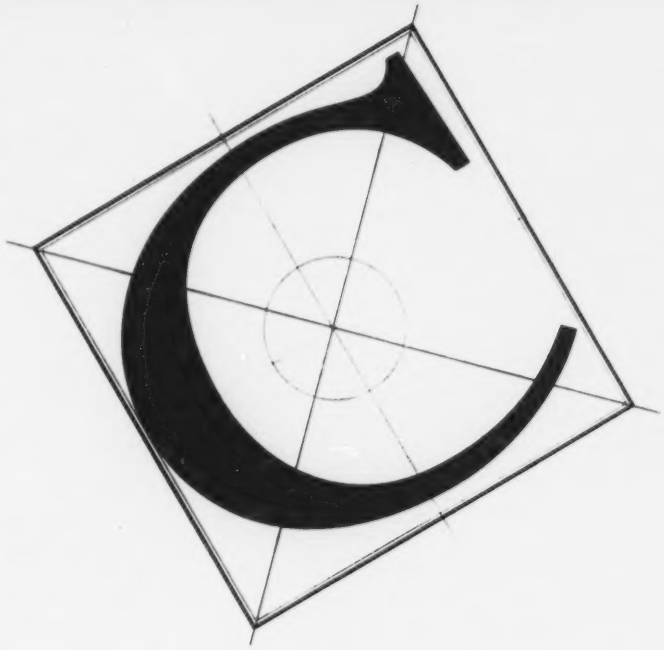

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The Newsletter

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From whitewater to blackboard, Dolly Sandoval is a master of rapid calculations.

Board member Dolly Sandoval is an experienced whitewater rafting guide, a skill that requires quick thinking and foresight to navigate the churning turbulence—much like leading a complex academic organization in the 90's. So what current carried this Santa Clara Valley native, with her fond childhood memories of playing tag in the local apricot and cherry orchards, to become a dedicated trustee and educator?

It was during her final semester at Fremont High School that Dolly took an experiential class called CEBAS which kindled her desire for community service, leading her to volunteer at a school for physically limited students in Palo Alto and organize the film library for an environmental center.

Dolly Sandoval

After completing high school, Dolly went to work for a small silk-screening business. Her manager introduced her to De Anza College, offering to pay the registration for a business class. While a part-time student, Dolly discovered that attending classes was far more fun than working full-time, and she soon enrolled as a full-time student. At De Anza she was active in Friends of Central America, environmental activities and student government, then served as student trustee during her final year.

Dolly transferred to UC Santa Cruz, majored in mathematics, and received her teaching credential. She currently teaches math classes at Los Gatos High School.

Dolly's activism in the community keeps her busy, applying her leadership experience to her passion for environmental and educational issues. In addition to serving Foothill-De Anza, Dolly is Vice President of the Role Model Program, a non-profit organization that connects adults to junior high classes for the purpose of mentoring students to set and achieve goals. (This program is currently short 100 role models due to increased demand. If you want to help make a difference in the lives of young people and can make a three-hour commitment this semester, please contact Dolly at x6114). She is also a member of the board of Friends of the River, a non-profit legislative lobbying group promoting free-flowing rivers.

Dolly was recently appointed to a three-year term for a new national accreditation group, Council on Higher Education Accreditation. She is also involved with the local, state and national Democratic Party, attending the last three national conventions as a delegate, and is an active participant in local elections. Still she finds time for strictly fun pursuits and helps organize the annual "Foothill-De Anza Day at Candlestick (3Com)," which is open to all faculty and staff and their families. You can join Dolly in rooting for the Giants this year on Sunday, June 21. ●

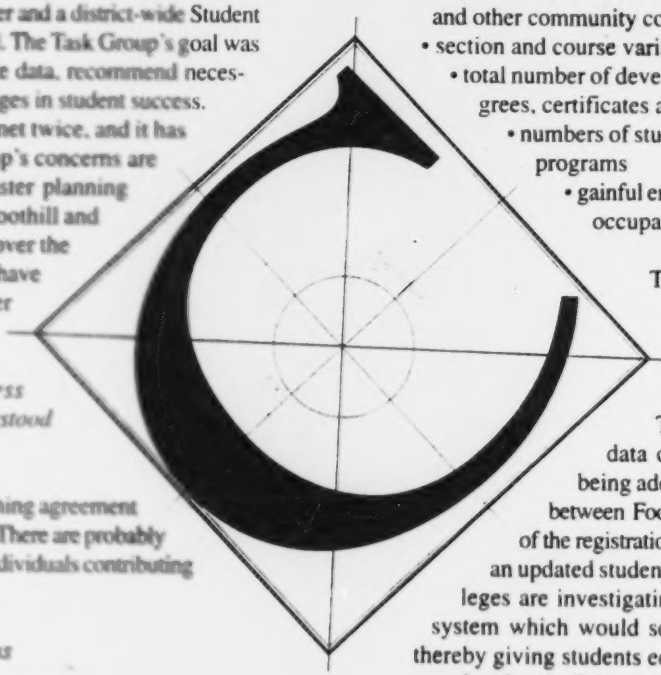
CHANCELLOR'S COLUMN

Task Group takes on defining, measuring and improving student success.

At the Board of Trustees meeting of November 3, 1997, a strategic conversation was held on the subject of student success. Seventy individuals from the Foothill-De Anza community, including faculty, classified staff, administrators, trustees, students and community members examined the question, "What things can we do to improve the success rates of students?"

After working for an hour in groups of 8 to 10, they reconvened for group reports. The meeting was summarized in a report to participants in November and a district-wide Student Success Task Group was formed. The Task Group's goal was to gather and review appropriate data, recommend necessary changes, and measure changes in student success.

The Task Group has now met twice, and it has become apparent that the Group's concerns are integral to the educational master planning efforts currently underway at Foothill and De Anza. From the discussion over the past months, a few major issues have emerged which require further dicussion:



A definition of student success which is agreed upon and understood throughout the district

The initial challenge is reaching agreement on how to define student success. There are probably as many definitions as there are individuals contributing to the discussion.

A validation of our assumptions

We often believe we understand causative factors when discussing student success. We believe if A happens, then B will result. If decisions are to be made about funding a certain area because we assume that is the place to focus, we need to be sure our assumptions are correct.

A system for recording and reporting more informative and timely data

We currently collect a great deal of data on students, but certain important elements such as student goals are not updated. In addition, we may have transcripts of students' work in high school or previous college experience, but the information is not usually evaluated and recorded prior to students' initial registration.

The first two themes will be addressed as the Educational Master Plan Group completes its work in proposing a list of "Quality Indicators." The current draft of items under "Comprehensive, Quality Programs" includes measurements that are directly related to student success objectives such as:

- number of degrees and certificates awarded
- transfer count
- number of students with 84 transferable units
- transfer GPA of our students in comparison to native juniors and other community college transfers at CSU and UC
- section and course variation in persistence rates
- total number of developmental students achieving degrees, certificates and/or transferring
- numbers of students and success rates in special programs
- gainful employment of students completing occupational programs

This list will undoubtedly be augmented by some qualitative measures which would consider student and employer perspectives on our programs' success.

The third theme, which concerns data collection and dissemination, is being addressed by collaborative projects between Foothill and De Anza. Modifications of the registration system are in progress to require an updated student goal each quarter. Also, the colleges are investigating the feasibility of acquiring a system which would scan and record transfer credits, thereby giving students educational planning information months ahead of the current time frame. It's also worth noting that a goal of the district technology plan is not only support of instructional design and delivery, but access to data by classroom faculty which will assist their individual efforts in student retention and success.

After the adoption of the Educational Master Plan, the task force will again meet and share specific strategies for improving student success and moving ahead with information systems initiatives. ■

-Leo Chavez

(Thanks to Carol Clawson, Larry Miller and Judy Miner for their assistance.)

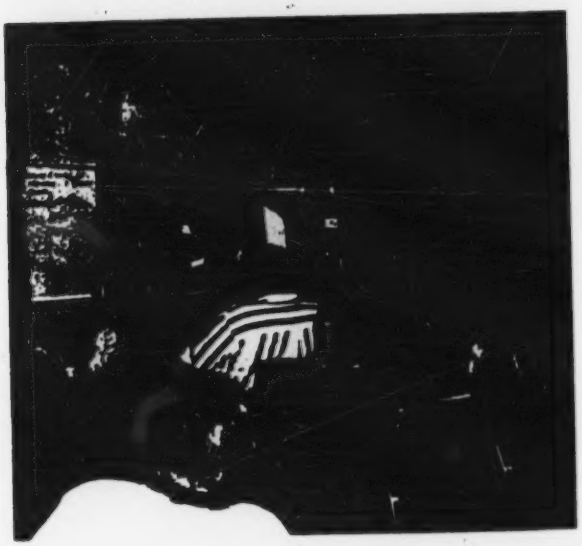
Staff retreat sparks communication, camaraderie and creativity.

Penny Johnson, Foothill's Dean of Counseling and Student Services, encountered an extraterrestrial with a cookbook while the puppies—despite a reputation for acute hearing—struggled to decipher the lyrics of Ray Charles' "Girl With the Red Dress On." Dinosaurs commanded attention by striding with pride, a fractured diamond flew in its dreams, and— Wait a minute! Are we talking about a district retreat?

Indeed! 42 members of classified staff, management and trustees met on February 3 to discuss how to enhance a sense of community. The theme of the retreat was "Building Relationships," and as recently reported in a communication to all faculty and staff, many good ideas were suggested that are being pursued.

Besides these specific outcomes, the retreat provided an opportunity for participants simply to get to know one another as individuals and build camaraderie. The group learned that Mick Sullivan, De Anza Provost of Vocational Education, Workforce Training & Community Services, spent a year with nomads in Afghanistan; and you risk serious mayhem if you come between Foothill Marketing Coordinator Lori Thomas and a pair of shoes. More retreats are planned for April 13-14 and May 7.

Feedback from participants was quite positive. Said Phyllis Garrison, Staff Assistant for De Anza's Disabled Student Services, "What I really liked was that there was a lot of participation and involvement. It was the best retreat I've ever been to." ■



HR CORNER

MYTH: Managers have given themselves a 9.2% increase!
REALITY: Managers cannot give themselves a raise — only the Board has that authority.

Last year, the AMA and the Chancellor submitted a plan to the Board to pay administrators based on the level of their performance of major duties and responsibilities, goal accomplishment, and behavioral skills. The plan provides incentives of up to 12% for exceptional performance and 0% for less than satisfactory performance. One-half of the incentive is to be incorporated into the base and one-half will be awarded off schedule. **In exchange** for this plan administrators **gave up** automatic step and column increases and moved to an open range salary schedule. Administrators **gave up** across-the-board COLA increases. Further, administrators **gave up** the Administrative Achievement Award.

Since the administrators gave up salary items that are virtually assured for other employee groups, it was important that dollars be available to fund the performance incentive program. This is not unlike the way the District automatically builds into the budget the funding for PAA's and Classified Professional Growth Awards as well as step and column increases.

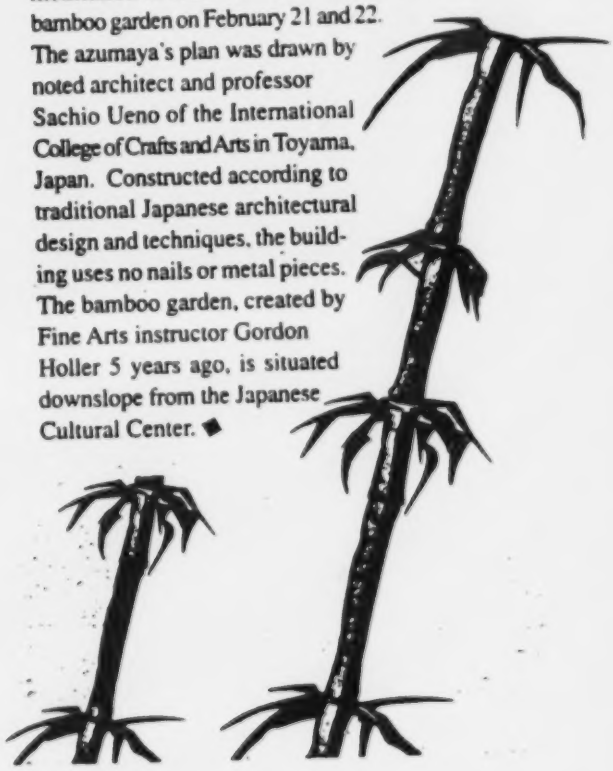
	Classified	Faculty	Administrators
Step/Column Increases	$280,000	$537,000	$ 0
Performance Incentives	$354,000	$1,700,000	$446,000
	$634,000	$2,237,000	$446,000
Cost of 1% COLA	$280,000	$500,000	$ 0

Regardless of whether COLA is negotiated for any group, the entry in that column for administrators would be 0.

MYTH: Regardless of the fiscal condition of the district, administrators will get a 9.2% raise.
REALITY: There is a provision in the plan that, should the incentives exceed the funding available, the AMA will meet and confer with the District to discuss alternatives. Those discussions are currently underway. ◆

A peaceful place on the Foothill campus.

A traditional azumaya—a small pavilion for meditation or rest—was erected in Foothill's bamboo garden on February 21 and 22. The azumaya's plan was drawn by noted architect and professor Sachio Ueno of the International College of Crafts and Arts in Toyama, Japan. Constructed according to traditional Japanese architectural design and techniques, the building uses no nails or metal pieces. The bamboo garden, created by Fine Arts instructor Gordon Holler 5 years ago, is situated downslope from the Japanese Cultural Center. ◆



DID YOU KNOW THAT...

Vision Plan — No Pre-Authorization
Employees using the Vision Service Plan (VSP) no longer need to complete a form prior to scheduling an appointment. Your vision care provider and VSP are now linked electronically, so you can schedule an appointment without any pre-authorization.

TB Tests Every 4 Years
TB tests must be updated every four years. Failure to do so will result in a hold on your pay or denial of assignments for the next quarter. Please get tested when notified to do so. Thanks. ◆

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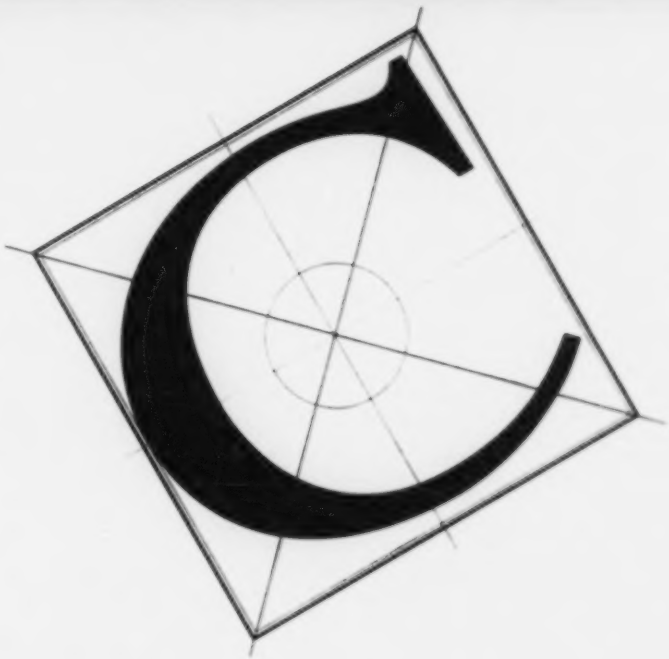

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No. 6 • June 1998

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The Newsletter

of the

Foothill-De Anza

Community College

District

Vice Chancellor Jim Keller Brings Wit and Wisdom to District

When he handed out the first gifts several years ago, Jim Keller didn't intend to start a tradition. But that's what happened. Each December, Jim decorates mugs with humorous cartoons of his own design. It may not be what you would expect from someone in the serious role of Vice Chancellor of Business Services, but Jim's unassuming humor and wit offer a nice balance to the solemnity of numerals and budgets.

Jim Keller

Jim was born in San Francisco and raised wherever his Air Force father was assigned: Palo Alto, Alabama, Washington D.C., Israel, and back to Palo Alto. With a large number of relatives in the teaching profession, education was often a topic of conversation at the dinner table, and the family encouraged Jim to consider a career in education.

Upon receiving an undergraduate degree in economics from Stanford, Jim made a brief detour into the banking industry before being hired as the Controller for the Palo Alto Unified School District. He then completed his MBA at Santa Clara University and was promoted as the district's Chief Business Officer — quite an accomplishment for a bright, 27-year old upstart.

After 15 years attending the retirement celebrations of senior staff, Jim concluded that a 30-year pin was not sufficient motivation to keep working in his current position, so he sought a greater challenge as Assistant Vice Chancellor at the West Valley-Mission Community College District. However, Jim had always been attracted to Foothill-De Anza because of its reputation, and when the Director of Business Services position opened up in 1992 he jumped at the opportunity.

For relaxation, Jim plays the guitar (but claims not to be very good). He also enjoys playing golf (but claims not to be very good). He no doubt is good at being a father to his two daughters, ages 11 and 15, who occupy much of his and his wife's time. Jim is devoted to his family and believes the Bay Area is an excellent place to raise children, surrounded by a community he values for its diversity and climate of acceptance. ■

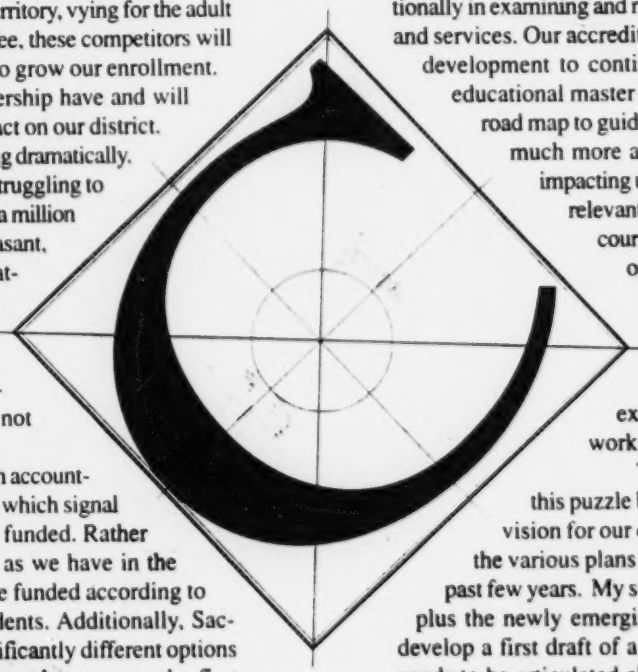
CHANCELLOR'S COLUMN

Responding to the Challenges of Change

As the 1997-98 academic year comes to an end, and the outlines of the 1998-99 academic year begin to emerge, one theme continues to dominate: Change. Both internal and external, change will remain a constant challenge for us.

Certainly, the 1990s will be remembered as one of the most intense periods of change and challenge since the inception of the district. The positive and negative effects of the business cycle, demographics, technology, and the legislature have significantly altered our landscape. Several new competitors have entered our territory, vying for the adult learner. More than the differential fee, these competitors will continually challenge our ability to grow our enrollment.

Changes in staffing and leadership have and will continue to have a significant impact on our district. The district budget continues to swing dramatically. Not too many weeks ago we were struggling to make budget reallocations of nearly a million dollars. Now, we face the more pleasant, but no less difficult task of assimilating nearly two million dollars of additional revenue, not available one month ago. (Although, as I write, the state's budget is not complete and these new dollars are not absolutely certain).



However, these are dollars with accountability and outcome goals attached which signal a dramatic change in how we are funded. Rather than being funded by seat count as we have in the past, it appears we are about to be funded according to competencies gained by our students. Additionally, Sacramento continues to explore significantly different options in the way we are governed. Just today we saw the first draft of a document that represents a serious attempt to change the California Education Code.

Clearly, as we approach the new century, the one constant we can count on is change: constant, rapid, often times fundamental change. Traditionally, academic institutions have viewed themselves as islands of stability, obligated to pursue timeless goals and to resist fads or what may appear to be temporary phenomena. That commitment to tradition may now be a hindrance. Responding effectively to change will be key to our continued success. We must accept change and become comfortable with it, developing an environment of flexibility and responsiveness.

Also, successful change demands a clear understanding of our goals and desired outcomes, so whatever change we affect is placed in a proper context. A recent essay in Policy Perspectives underscores this issue well when it states: "...[is the] institution capable of effecting needed change through purposeful resolve, rather than through impulsive response and counter-attack? The question is whether institutions of their own accord can make the choices that will make them stronger and better suited to the needs of students and society."

Fortunately, the characteristics needed to respond effectively to the forces acting on us are readily evident in our district. During the past year, both colleges performed exceptionally in examining and revising our most critical programs and services. Our accreditation process will allow this key development to continue while our newly-emerging educational master plan will provide us with a clear road map to guide our decisions. We are becoming much more adept at responding to the forces impacting us, and we are seeing beneficial and relevant change on many fronts. On-line courses, Internet registration, the development of a week-end college, an institutional assessment of basic skills programs, the development of a degree audit system and many other initiatives are all examples of these characteristics at work in our changing environment.

Two key pieces must be added to this puzzle before it is complete. First, a clear vision for our district needs to be gathered from the various plans which have been produced in the past few years. My summer project is to take our plans, plus the newly emerging educational master plan, and develop a first draft of a district master plan. This vision needs to be articulated clearly and modified as necessary by our governance system so it may be enthusiastically embraced by everyone. This task will be our first order of business in the next academic year. Second, from the vision, priorities will be established and implemented. In other words, processes need to be developed to align resources and decision-making with our vision. Our Opening Day activities will focus on articulating the means to achieve these important goals.

As this year comes to a successful conclusion, I look forward with a great deal of confidence and optimism to our next academic year. The various pieces of our puzzle are finally coming together. We are developing a growing sense of community and commitment to common goals. By continuing our work together we will succeed in charting our course for the continued success of our district. ■

Leo E. Chavez

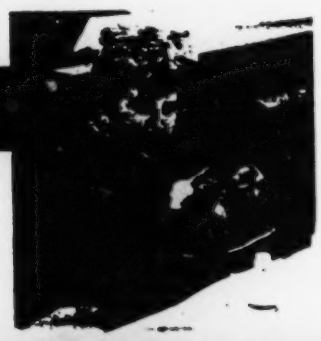
Innovation Award goes to Barkley. High Praise comes from Berkeley.

Foothill Music instructor Elizabeth Barkley has received the Foothill-De Anza Innovation of the Year Award for 1997-98' an award that the League for Innovation bestows annually to each of its member colleges in recognition of noteworthy achievement.

Dr. Barkley was honored for developing a specialized curriculum in the music of American cultures, its origins and current manifestations. Previously, no such area of study in music existed on college campuses. As testament to Dr. Barkley's outstanding accomplishment, the American Cultures Department at the University of California, Berkeley is allowing its students to take Dr. Barkley's class for credit. Dr. Barkley teaches the class both online and as a lecture. Her text, entitled Music of American Cultures, will soon be published.

A district committee met in April, deciding this year to give a college award for each campus and then declare an overall winner. Accounting instructor Ken Harper received the award for De Anza College.

Elizabeth Barkley

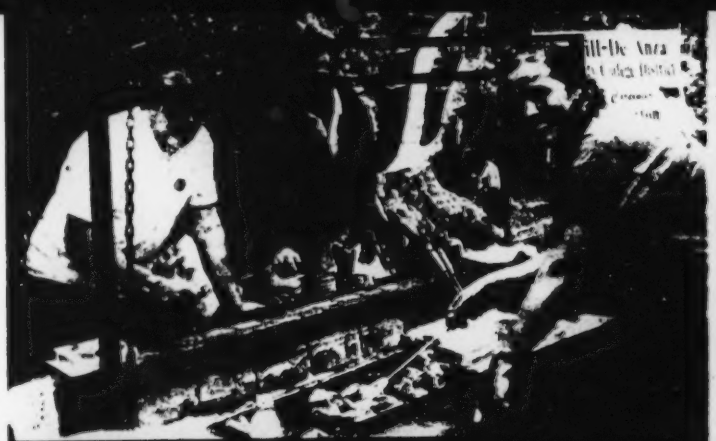


Rose Salido brings a dash of Henri Rousseau to a young visitor at the District Picnic.

BEST COPY AVAILABLE

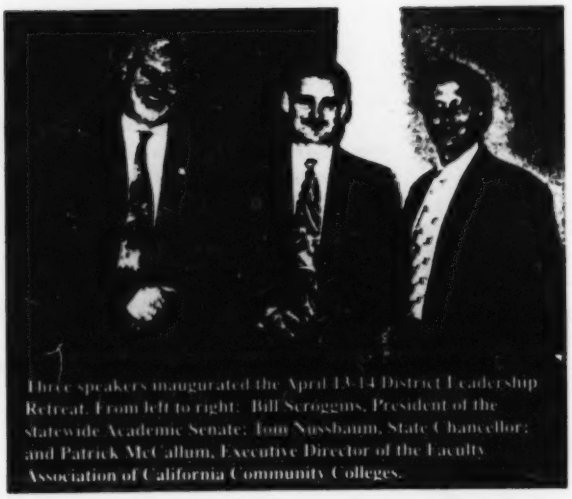
Foothill and De Anza Sweep State Marketing Awards

Both marketing departments at Foothill and De Anza were the proud recipients of 1998 Pro Awards from the California Community College Public Relations Organization (CCPRO). Foothill won First Place for Catalog, First Place for External Newsletter (The Heights), First Place for Radio Advertisement (KFRC ad), and First Place for Student Recruitment Book (Planet Foothill). De Anza's LocalTalk was judged the best internal newsletter in the state for the second year in a row, and the 1997-98 catalog was awarded Second Place, giving us a One-Two sweep in the catalog category. The awards were presented at the 27th Annual CCPRO Conference April 22-24 in Palm Springs.



From left to right: Bill Lewis, Melanie Thomas and Jim Rafferty take a grilling at the District Picnic.

From left to right: Foothill's Robin Reynolds, trustee Judy Moss and De Anza's Ann Koda put their heads together during the April 13-14 District Leadership Retreat.



Three speakers inaugurated the April 13-14 District Leadership Retreat. From left to right: Bill Scroggins, President of the statewide Academic Senate; Tom Nussbaum, State Chancellor; and Patrick McCallum, Executive Director of the Faculty Association of California Community Colleges.

A Legacy of Learning

Foothill-De Anza is joining scores of other Northern California nonprofit organizations in promoting Leave a Legacy, a campaign to increase public awareness about the importance of charitable giving through wills and other estate gifts. Gifts may be in the form of money, property, investments or a portion of an estate. Tax benefits may be derived from a charitable gift. If you're interested in making arrangements for an estate gift to a nonprofit organization, such as the Foothill-De Anza Community Colleges Foundation, an attorney, accountant or financial advisor can help determine the type of gift that is right for you.

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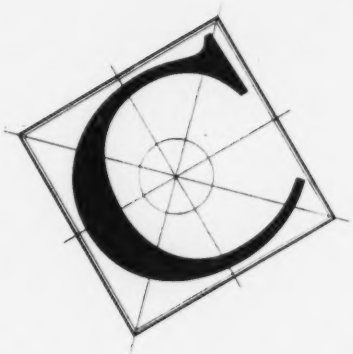

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No. 7 • September 1998

The Newsletter of the Foothill-De Anza Community College District

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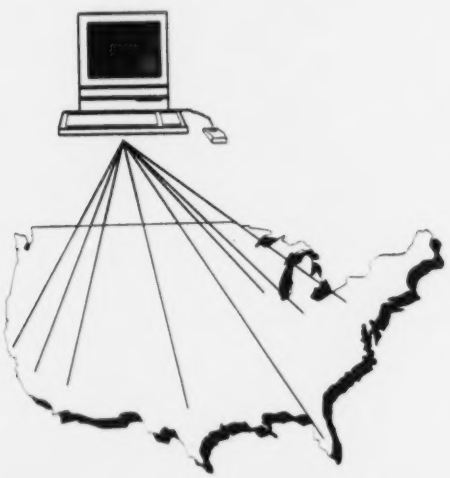
FHDA Joins New Distance Learning Network

A small group of leading community colleges across the nation recently formed the Community College Distance Learning Network. In addition to Foothill-De Anza, the colleges include Kern Community College District in Bakersfield; Rio Salado College in Tempe, Arizona; Dallas County Community College District in Texas; Kirkwood Community College in Cedar Rapids, Iowa; Sinclair Community College in Dayton, Ohio; Miami-Dade Community College in Florida; and Cuyahoga Community College in Cleveland, Ohio.

With the growth of distance education, previous notions of districts, college service areas, and boundaries "are an old way of thinking," says Martha Kanter, president of De Anza. The idea for the consortium began three years ago, when six of the participants began working with Jones Education Company to create what was to be called the International Community College. That project never came to fruition, but the colleges involved decided to build on their collaboration by pooling their resources and marketing the courses themselves.

The network will have a home page on the Web, where each college can list its offerings and toll-free phone number. Organizers expect to have as many as 500 courses available this fall, and even some degree programs. Included will be courses delivered via the Internet, video-based "telecourses," and courses that rely on some combination of those technologies.

—Excerpted from The Chronicle of Higher Education, July 10, 1998



PEOPLE

Builder, Biker, Embroiderer: The Different Sides of John Schulze

When John Schulze received his B.S. in Accounting, fresh out of San Jose State, little did he know that one tax season working for a CPA would be enough to convince him to change careers. He went to work as a carpenter for a general contractor that was one of the CPA's clients and has been in construction ever since. His experience ranges from carpentry to drywall and concrete construction to bid estimating to general contracting and project management.

In 1987 John was hired as the district's Supervisor of Construction and Maintenance. When the Director of Facilities, Operations and Construction Management position was opened two years ago, John was hired to fill that position, which oversees the various elements of plant operations in the district. A few of his significant projects during this time have been major improvements to the heating and air conditioning systems on the campuses and efforts to improve energy efficiency.

John Schulze

John's passions away from work are motorcycles and sports cars. "If it has wheels, I'm hooked," he laughs. He owns a Honda Gold Wing and a BMW GS motorcycle, and loves being on the open road; his journeys have taken him all over the continent. An afficionado of Porsches, Corvettes, BMWs and other sports cars, his current pride is a '95 Corvette.

As a child, John's grandmother taught him needlepoint ("Probably to keep me from tearing up the place," he jokes). He has continued to pursue this relaxing pastime as a counterbalance to the rush of motorbikes and cars. John has been married 32 years; he and his wife have two grown children.

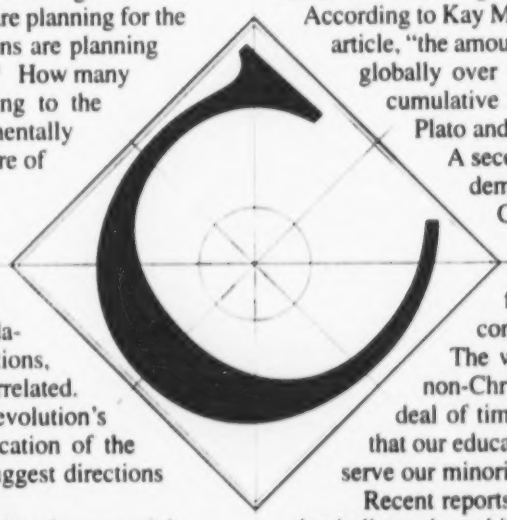
CHANCELLOR'S COLUMN

The more things change, the more things change: Planning in a Revolutionary Environment

Part 1

When planning for the future, one must start in the future, not the present, and certainly not the past. Stories abound supporting this often ignored truism. Perhaps one of the most notable concerns General Motors' reaction to the influx of Japanese cars in the seventies and eighties. Their initial response was to obtain several current Honda models and dissect them in order to learn their secrets and plan their new models around what they had learned. Of course, when they trotted out their new models so did Honda, and General Motors found their "new" cars to be one generation late. They finally changed their approach and asked what would cars be like five years from now when their next model is ready for production. The result was the new Saturn, a much more effective response to increased foreign competition and the revolution which had overtaken global automobile manufacturing.

Today, most institutions of learning are planning for the new millennium. How many institutions are planning for the future by dissecting old Hondas? How many are preparing for the future by looking to the future? Such a look will lead to fundamentally different conclusions regarding the future of our institutions.



Peering into the future leads one to the unavoidable conclusion that education finds itself in the midst of a profound revolution, one which has the potential to shake the very foundations of our institutions. Like all revolutions, its sources are many, complex, and interrelated. This series of essays will outline the revolution's constituent elements, define the implication of the revolution for higher education, and suggest directions for an effective response.

The elements of our revolution consist of a new, global economy, demographics and lifestyle changes, technology, and the dramatic decline of traditional political liberalism. While each element demands its own, thorough analysis, only a brief summary can be provided here. In any event, the most important consideration is how each part interacts and reinforces the others to impact higher education as I am suggesting.

We begin with the evolution of our global economy. From our student's perspectives several fundamental elements reverberate constantly through their planning. Perhaps the most important is the sheer uncertainty and lack of security the new economy offers. Students today are warned to expect 5 to 7 career (as opposed to mere job) changes during their working lives. They are warned that a significant percentage of them will begin jobs in areas that will disappear due to obsolescence, while others will eventually enter careers which do not currently exist.

It is said that the "half-life" of an engineering degree is now less than the time it takes to earn the degree. That is, five years after one has graduated with a degree in engineering, half of what one learned is no longer relevant or accurate. Another emerging element is the growing bifurcation of jobs into those demanding low skills and paying low wages, and those jobs impacted by technology requiring high skill levels and paying high wages. In Silicon Valley, for example, those jobs with the highest growth rates include software programmers, electrical engineers, custodians, and sales clerks.

At least two realities emerge from this scenario. One is the increasing importance of higher education. And the second is the need for constant, life-long learning. For colleges and universities, that means an increasing demand for the right kind of programs and services. According to Kay M. McClenny in a recently published article, "the amount of education and training needed globally over the next 30 years will exceed the cumulative amount provided since the time of Plato and Aristotle."

A second component of our revolution is demographics and lifestyle changes. California is poised to become the first non-majority state. The United States continues to profit from, and be challenged by, a large, constant, influx of new immigrants. The world around us is non-white and non-Christian. Without spending a great deal of time on this issue, allow me to assert that our educational system has failed to properly serve our minority populations.

Recent reports from the Educational Testing Service indicate that while SAT scores are improving slightly overall, the gap between the performance of Hispanic, African American, and all other students is widening. We must find a solution to this growing disparity in academic achievement to prevent our career bifurcation from also becoming a social bifurcation. That is, we cannot continue to prosper having traditional minorities occupying our low-paying, low-skill jobs, while our high-paying, high tech jobs are filled by well-educated recent immigrants or non-minorities. As educators we cannot continue past practices which have failed to adequately serve our minority students. If our graduating classes continue their failure to reflect the racial and ethnic composition of our communities, particularly in the high technology careers which are coming to dominate the new economy, we will have failed to fulfill a fundamental obligation of American education.

To be continued

CHANCELLOR ACTIVITIES

During the summer Chancellor Leo Chavez:

- Was selected to serve on the NOVA Private Industry Council, a job training consortium comprised of the 6 cities of Northern Santa Clara Valley from Santa Clara to Palo Alto. The consortium is dedicated to developing a world-class workforce in Silicon Valley. The partnership involves local government, business, industry, labor, education and training systems, employment services and community support organizations.
- Participated in the K-18 Forum at the County Office of Education on June 17.
- Gave a speech for San Jose City College's Fall Instructional Improvement Day on August 20 concerning the technological revolution and its impact on higher education.
- Conducted a session on the issues of affirmative action and diversity at the Executive Leadership Institute sponsored by the League for Innovation in the Community College on August 6.

New Faces in Central Services

Marilyn Booye, Staff Assistant handling faculty matters in Human Resources, returns to the District office from De Anza A&R.

Tony Cartright and **Marilyn Williams** have been hired as Managers of Custodial Services for De Anza and Foothill staff respectively. Although full participants in campus activites, they will officially report to Central Services.

Wen-Ming Hu was hired as Payroll Assistant after working as a temp in the Payroll Department.

Steven Schmidt joins Plant Services as Special Projects Coordinator. He will coordinate facility planning and provide management for construction projects.

John Ferretti of the Collegis Corporation will serve as Acting Director of Information Systems and Services.

HR CORNER

The Human Resources staff wishes everyone a happy and successful academic year! To ease your reentry into the academic atmosphere, we have some reminders and updates for Fall Quarter.

Reminders

- **Changes of Address.** If you have changed your address over the summer, be sure to submit the updated address along with your new phone number to Human Resources. You may send this information to us in writing or via email. Please be sure to include your social security number.

- **Vision Plan.** A pre-authorization form is no longer required for the Vision Services Plan (VSP). Contact your local optometrist directly to verify whether he or she is a VSP provider.

Updates

- **SEIU Study.** The SEIU Compensation/Classification Study has been completed. The SEIU and District negotiating teams are currently discussing implementation of the recommendations.

As always, we hope you'll call with questions, comments and recommendations.

Dates to Remember

October 1-30
Open Enrollment for health benefits

October 15
Faculty Professional Development Leave Applications due

October 19
Faculty Professional Development Leave Reports due

To Be Arranged
Sexual Harassment Training

Business CORNER

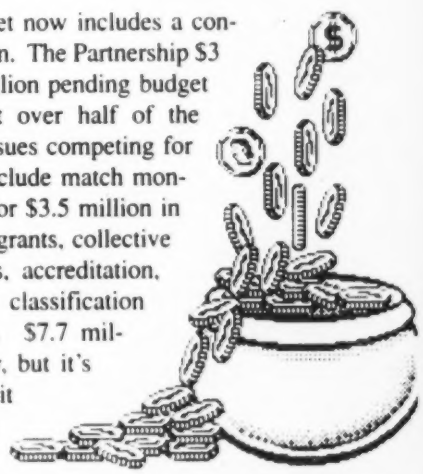
$7.7 Million Contingency in Budget, But No Scarcity of Vital Needs

The Board of Trustees adopted the 1998-99 budget at its meeting on September 14, 1998. The State budget that was passed and signed by the governor in late August, as it turned out, contained few changes from what had been expected when the Tentative Budget was presented to the Board in June. The state COLA ended up being slightly higher at 2.26% and the Partnership for Excellence funding remained at $100 million. The district's share of the Partnerhip money is budgeted at $3 million and has been placed in a contingency pending allocation to specific outcome-based programs or projects.

When the district closed its 1997-98 books, enrollment was about 500 less than originally budgeted, but productivity was at 530 WSCH per FTE (Weekly Student Contact Hours per Full-Time Equivalent) as had been budgeted. The district did leave FTES (Full-Time Equivalent Student) apportionment on the table as a consequence of the FTES shortfall, but revenues were up over third quarter projections due to increases in non-resident students, last-minute backfill of property tax shortfall, large fourth quarter lottery jackpots, and unexpected June payment of 1996 state mandated cost and higher interest earnings.

Faculty salary savings resulting from fewer classes as a result of lower FTES and the slightly improved revenues contributed to an ending balance above our 5% minimum. The amount exceeding the 5% has been added to the 1998-99 contingency as recommended by the Chancellor's Advisory Council.

The 1998-99 Budget now includes a contingency of $7.7 million. The Partnership $3 million and the $1 million pending budget reallocations represent over half of the contingency. Other issues competing for contingency dollars include match money needed to qualify for $3.5 million in deferred maintenance grants, collective bargaining agreements, accreditation, master plan and the classification study implementation. $7.7 million is a lot of money, but it's not enough to pay for it all. (So what else is new?)



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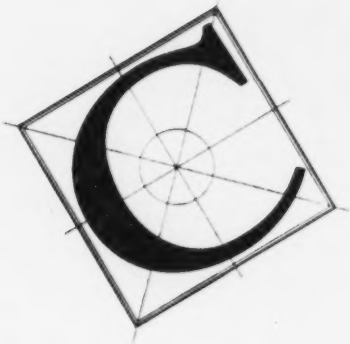

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No. 8 • October 1998

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Four Candidates Vie for Board Slot in Election November 3

Four candidates filed candidacy papers in August to fill the remaining four-year term on the Board held by Jay Jackman, who resigned last July to relocate to Ithaca, N.Y. Elections will be November 3. The term expires in 2001.

Joseph J. Krackeler has been an executive at Raychem Corporation for 20 years. His consulting programs have included materials development projects, patent litigation work and technical due diligence activities. A longtime resident of Los Altos Hills, Krackeler has taken many courses at Foothill College. He has taught general chemistry at De Anza College.

Krackeler's goals include working "for the continued improvement" of the district.

Edward (Sandy) Hay is a consulting geologist and has been a geology instructor at Foothill and De Anza colleges for 35 years. He earned his bachelor's and master's degrees from the University of California, Berkeley.

Hay's goals include returning "our colleges to their once-strong student-oriented focus."

Pat Millar is a longtime educator who has taught graduate courses in school law, educational administration and advanced labor relations at San Jose State University.

Millar directed a national research project on college costs for a consortium on finance, served as a legislative aide for former state senator Becky Morgan and as consultant to the senate education committee.

Millar's goals include providing "outstanding opportunities for the diverse and rapidly increasing student body."

June Elaine Lubich is a retired United Airlines flight attendant and a part-time administrative assistant.

A 20-year Los Altos resident, she was awarded the Foothill College Community Service Award in 1998. She served as an advisory panel member and on the STEP program at Foothill College. She also volunteered 14 years at the Los Altos School District and the Mountain View-Los Altos Union High School District.

Lubich's goals include encouraging "recognition of students' diversity including diversity in learning styles."

from Los Altos Town Crier, 8/26/98

PEOPLE

Collegis and Mike Reid to Assist District with Technology Issues

Fran Titterton, Director of Information Systems and Services (ISS), retired from the district in September. The district has hired Collegis Inc. to perform an assessment and analysis of computing and technology services, and to provide a temporary replacement for Fran.

Mike Reid will be managing the day-to-day operation of ISS, taking over from John Ferretti who was assisting during the summer. Mike is a General Manager with Collegis, responsible for numerous college and university computing center engagements. He has provided services to Golden Gate University, City Colleges of Chicago, San Bernardino Community College District, College of Notre Dame, Menlo College and others. Mike served as the Chief Information Officer at San Bernardino Community College District and was the former Director of Information Systems and Services at Palomar Community College District. He will be working primarily out of the Data Services department on the De Anza campus, and can be reached there at x8890.

Collegis is the leading provider of information technology solutions to higher education

A team from Collegis will perform the technology assessment, advising the district regarding a number of technology issues including administrative software conversion, telephone conversion, clarifying the role of the district versus campuses, academic computing, and determining the most effective structure for managing ISS.

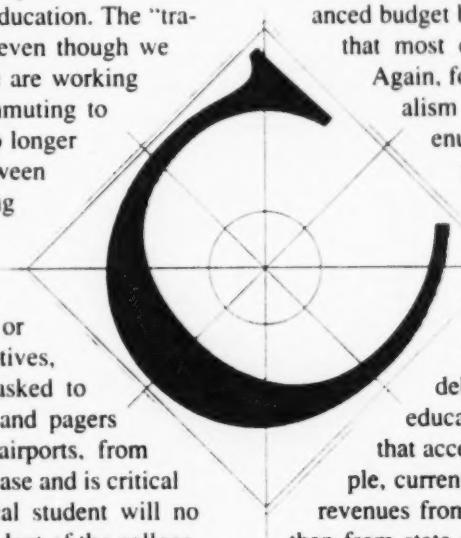
Founded in 1986, Collegis is the leading provider of information technology solutions and services to colleges and universities nationwide. As the "higher education specialists," they are focused solely on providing onsite expertise to manage all facets of an institution's administrative and academic computing, and communications technology functions.

CHANCELLOR'S COLUMN

The more things change, the more things change: Planning in a Revolutionary Environment — Part 2

In addition to the changing face of our population, we must address the growing numbers of those faces. In California we are confronting what is being termed Tidal Wave II: a boomlet or echo of previous population trends which is bringing a large cohort of some 450,000 additional students to college age in the next decade. We currently lack the plans to adequately accommodate the surge of growth brought by this combination of an increase in the college age population compounded by a dramatic increase in the need for lifelong education.

While the sheer increase in numbers will continue to be an issue, dramatic changes in lifestyles will need to be accommodated. The increasing number of single parent households and households where both parents work will continue to seriously impact higher education. The "traditional family" has been redefined even though we fail to acknowledge that fact. People are working longer and spending more time commuting to and from work. The work week is no longer clearly defined; the boundaries between work, home and recreation are being eliminated. National and international travel is a constant for many occupations. More and more job categories no longer come with offices or permanent locations. Sales representatives, insurance agents, brokers, etc. are asked to operate with lap tops, cell phones, and pagers from home, from their cars, from airports, from anywhere. This trend is likely to increase and is critical because for most colleges the typical student will no longer be a 19-year old, full-time resident of the college, but a working adult.



Added to this rich broth is the impact of technology. Again, in its most basic form, the integrated circuit and the telecommunications revolution it has fueled have obliterated the restrictions of time, place and distance. The Internet, direct satellite broadcasting, digital video and sound, wireless modems and the personal computer have created a vast and growing pipeline of communication infrastructure to both serve and accelerate the changes already noted. Last year consumers, for the first time, purchased more computers than television sets. Today a majority of homes have a personal computer and most schools will be on-line by the end of the century.

For higher education the term PC no longer refers merely to the personal computer but now signifies the very real possibility of the PC becoming the personal classroom served by modem, Internet and satellite — a personal classroom that is always in session and travels with you, and is accessible when the student is able to access it, not when the college says the student must.

The final ingredient in our revolution is the end of traditional liberalism. Admittedly a difficult concept to articulate, it is a political climate which produces the anomaly of a conservative Ronald Reagan, elected and reelected on the conservative platform of balancing the federal budget. He ultimately produced in one year deficits larger than the sum total of all deficits in the entire history of the United States. Today, Bill Clinton,who is labeled a true liberal, produces not only a balanced budget but also presides over the elimination of that most cherished of liberal agendas: welfare. Again, for higher education, the change in liberalism means tax revolts and decreasing revenues for governmental agencies. It also means an increasing emphasis on educational accountability. Several states have already seen some form of performance-based funding, and that trend seems likely to increase.

The changing face of our political landscape also means a very real debate on the meaning of access to higher education and the state's obligation to fund that access. Several state universities, for example, currently receive a greater share of their total revenues from sources (including student fees) other than from state revenues. It seems most likely that our revolutionary environment will result in a continuing inadequate level of state funding relative to the increasing demands for higher education. Ironically, this is true despite the fact that public education has risen to the top of the national political agenda, ahead of crime, ahead of the military and welfare reform, and at a time when most public coffers are brimming with increasing revenues.

How, then, does all this come together? Hopefully, a clear outline is emerging from the previous article of a dramatically increasing, but radically altered, demand for higher education and lifelong learning. This demand will combine with a rapidly maturing telecommunications revolution which in turn is interacting with major lifestyle and workplace change. This will all take place in an environment marked by the diminishing ability or

willingness of most state governments to fully fund traditional campus-based education.

Unfortunately, this equation may prove fatal to some traditional educational institutions. In an opinion piece for *The Chronicle of Higher Education*, Gordon K. Davies effectively summarizes the effects of these changes when he writes, "...the era of the system as cartel has ended, even if the strongest state systems in the nation do not yet recognize their own vulnerability. Systems will no longer be able to control what education is offered, where, and for whom."

Public education must understand there is a growing recognition that higher education in this country is a $400 billion a year industry and that nearly 90 per cent of those dollars are government dollars feeding a system which is unlikely to react quickly enough to effectively meet the challenges outlined here. Thus, we are seeing the dramatic rise of corporate and proprietary universities, the marriage of cable and entertainment companies whose intent it is to provide educational services, and the increasing attention Wall Street is paying to these companies and their earnings potential. How long will it be before these private, or company-based, organizations gain some type of accreditation and authority to offer their own degrees? Are we awaiting the marriage of a telecommunications giant with a cable giant and an entertainment company such as Walt Disney? Do we need Microsoft to announce their web-based educational company before the rest of us realize the challenge we are confronting and factor these emerging realities into our planning effort? In fact, as this article was being written, the Apollo Group — which controls the University of Phoenix, the nation's fastest growing educational enterprise — announced an alliance with Hughes Network Systems, which provides satellite technology, to create a new company to offer distance education. Hughes Network Systems is part of the $4 billion dollar Hughes Electronic Corporation.

Announcements such as this one mean that this is a revolution we will not be able to avoid. As a consequence, there will be casualties — winners and losers. Spending for education will see dramatic increases. At the same time, some colleges will be forced to downsize or close. The past few years have already seen the closure of dozens of colleges. More are sure to follow. How, then, does one plan to be a winner? Stay tuned.

To be continued

HR CORNER

Celebrating Our Successes!

Congratulations and thanks to all members of all of the search and selection committees. Your time, energy and commitment to contributing to the decisions to hire will impact the students we serve for years to come.

We celebrate this year's hires because they truly exemplify our commitment to excellence and diversity. The district is very proud of the 12 new members of the management team. They reflect the students we are to serve:

- 8% Asian
- 17% African American
- 41% Hispanic
- 34% White

The 30 new faculty members bring us excitement with their new ideas, innovative strategies and creative and engaging teaching styles. In many ways the new faculty reflect the diverse student populations they will find in our classrooms:

- 50% Female
- 50% Male
- 15% Asian
- 15% Hispanic

Diversity is one of our greatest strengths. The District's Diversity Vision recognizes that we are part of a global community and that this informs our responsibility to our students. Without the dedication and hard work of search and selection committees, Foothill-De Anza could not meet the needs of our students. Good job, search committees, and welcome new faculty, administrators and classified staff to the District committed to student success.

Dates to Remember

October 1-30
Open Enrollment for health benefits

October 15
Faculty Professional Development Leave Applications due

October 19
Faculty Professional Development Leave Reports due

To Be Arranged
Sexual Harassment Training

Business CORNER

November Bond Election: $3.7 million at stake for FHDA

In August, the State Legislature passed and the Governor signed Senate Bill 50 which will place on the November ballot a $9.2 billion bond measure for public education. Higher education institutions will receive $2.5 billion over a four-year period. Of this, community colleges will receive about $200 million per year for approved capital outlay projects.

According to a list of projects that have been submitted to the Department of Finance for consideration in the 1999-2000 proposed State Budget, De Anza College would receive $3.7 million for Child Development Center construction.

Risk Management

Barbara Coats has accepted the position as Risk Manager at California State Unversity San Jose and will be leaving us the first week of October. In Barbara's absence, please direct risk management matters to Annette Perez at x6146.

CHANCELLOR HIGHLIGHTS

Leo Chavez recently:

- Attended Joint Venture Silicon Valley Board Meeting Sept. 18. Joint Venture is a non-profit organization that brings together people from business, government, education, and the community to identify and to act on regional issues affecting economic vitality and qualify of life in Silicon Valley.
- Attended NOVA Private Industry Council Operations Committee meeting on Sept. 10 and Council meeting on Sept. 23.
- Participated in planning session with San Jose State University and Santa Clara County Office of Education for Collaborative Retreat. The purpose of the retreat will be to work towards coordinating higher education with K-12 education to produce better prepared students.
- Attended League for Innovation in the Community College Fall Board Meeting October 8 and 9.
- Started teaching an Honors Program Seminar in History at Foothill.

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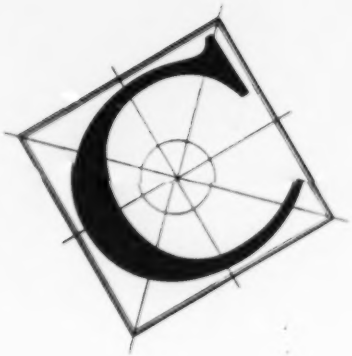

CONNECTIONS

No. 9 • November 1998

The Newsletter of the Foothill-De Anza Community College District

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What Is "Partnership for Excellence" All About?

The Partnership for Excellence is a mutual commitment by the state and its community colleges to provide funding to achieve specific performance outcomes in several key areas: transfer, degrees and certificates, successful course completion, workforce development, and basic skills improvement.

Starting this year, districts will report spending plans designed to achieve those performance outcome goals and progress toward the goals. If reasonable progress is made by 2001, using 1999-2000 data, funding will continue on a per-FTES basis, or possibly on a contingent district-specific funding plan. In essence, colleges are being held accountable by the legislature to achieve certain educational goals.

Foothill-De Anza's share of 1998-99 funding is $3 million. Agreeing that the goal in the allocation of Partnership for Excellence (PFE) funds is to maximize the use of Partnership funds for Partnership goals, the Chancellor's Advisory Council decided that PFE funds should be allocated for projects that were designed to achieve those goals. The Council set aside one-third of the sum to fund proposals for district-wide projects such as institutional research and the degree audit function. Another third is set aside for proposals to address areas mentioned in the Chancellor's Opening Day address (e.g., basic skills and remedial instruction). The remaining third is set aside for college-specific proposals tied to Partnership and Master Plan goals.

Allocations to be Made Dec. 11

A subcommittee of the Chancellor's Advisory Council developed the format for proposals, criteria, and accountability standards. Campus-specific proposals will be submitted through the appropriate campus governance process and, once approved, forwarded to the Chancellor's Advisory Council for approval. District-wide proposals will be forwarded to the Council after review by the colleges' shared governance group and college president. The Council will meet to review proposals and allocate funds on December 11.

Proposals will be evaluated based on the following guidelines: meets Partnership goals, meets Master Plan goals, encourages strategic growth as outlined in each college's Master Plan and is consistent with Partnership for Excellence goals, provides clear accountability standards, demonstrates feasibility, wide impact, and evidence of research/best practices review. The deadline for college proposals to be submitted

continued on page 4

PEOPLE

Foundation's Don Allen Named Cupertino's "Citizen of the Year"

"Mr Cupertino," Don Allen, is finally getting his due as the city's "Citizen of the Year," the Cupertino Chamber of Commerce recently announced.

Allen has been so active in the city's major non-profit organizations and has come to the aid of so many people both privately and through Cupertino National Bank, where he is CEO, some people thought he had already been awarded the top honor, according to Chamber officials.

Don Allen

"He has a heart of gold," says Mary Ellen Chell, Cupertino Community Services director. Thanks to Allen, she said, the bank offers accounts free of charge to clients of the rotating homeless shelter.

Allen is currently serving as President of the Foothill-De Anza Community Colleges Foundation Board. He served as a director of the Chamber of Commerce from 1985 to 1992 and has served with the Cupertino Educational Endowment Foundation since 1986. He also sits on the De Anza College Commission and is active with the Citizens of Cupertino Cross Cultural Consortium.

Allen has raised funds for a number of community groups, including Cupertino Rotary, of which he is a member. He convinced the club to get involved in the Rotary's PolioPlus Partners campaign, which is working to wipe out polio in Ghana. He and his wife Sally donated more than $10,000 in matching funds for the program.

"To me, Don is a consummate community leaders," Mayor Michael Chang said. "He has a very broad vision... He is widely respected for his opinion."

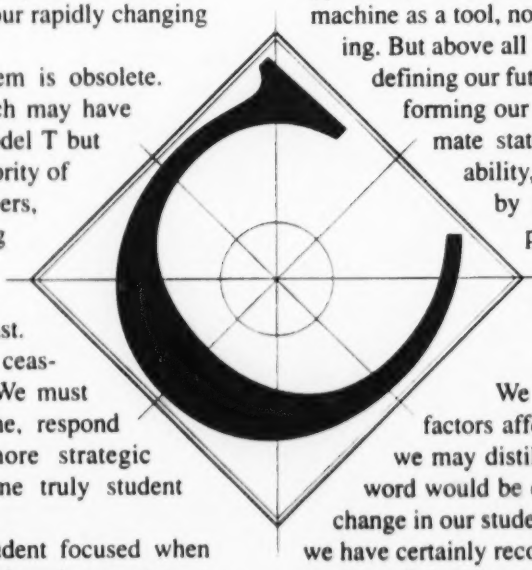
— excerpted from Cupertino Courier, 10/14/98

CHANCELLOR'S COLUMN

The more things change, the more things change: Planning in a Revolutionary Environment — Part 3

In the previous article, we ended with the question, How does one plan to be a winner? We must begin by ending our own arrogance, the arrogance which claims we need not adapt, that argues we need only massage the margins. But the fundamental arrogance we must dissolve is our arrogance in treating every student in a virtually identical manner. We ask students of widely varying backgrounds, interests, abilities, goals, learning styles, and circumstances to come to our campus at the same time (the start of school) to learn in the same place (our classroom), at the same rate (M-W-F 8:00-8:50), in the same way (lecture/lab) as everyone else. We ask that student to exit at the same time (final is May 15). We have exit standards which may or may not contain the competencies needed to succeed in our rapidly changing economic environment.

Our current factory-based system is obsolete. Why do we cling to a system which may have worked for Henry Ford and the Model T but does not work for an increasing majority of our students? In ever growing numbers, options of every kind are increasing for our students. We must confront our arrogance and build for the future instead of preserving the past. We must confront our arrogance by ceasing to be all things to all people. We must narrow our focus, define our niche, respond more rapidly, and engage in more strategic alliances. Finally, we must become truly student focused.



Many colleges claim to be student focused when they are not. Institutions of higher learning must treat each student as a unique adult with unique needs and opportunities. We must develop an individualized, customized, constantly modified educational plan for each student who comes to us. This response is rather rich in irony. Many of you might conclude we need to reject our past, discard our current methods, and rebuild with a clean sheet of paper, when, in reality, we are describing a change to our medieval roots when students approached individual experts, stated a goal, were given a reading list with tasks to complete, and told to return with questions or when they were prepared to pass their examinations. Professors did not profess so much as guide and shape and inspire. However different our methods must become, however far or near the distance between teacher and learner, whatever tools are used, the role of the teacher to guide, inspire, and nurture will never change. No machine, no program will replace the human interaction which is a necessary part of all our human activity. However, the fundamental fact remains that the limits of time and place have been removed. We must respond to that reality by planning for the delivery of educational services 24 hours a day, seven days a week. We must plan for the demands on our students by offering them a rich mixture of delivery methods in their courses and programs. For those students who are able to attend classes on campus we must provide options to cover gaps in their ability to simply show up.

As we plan for the future, we must embrace opportunity rather than feel threatened; we must view the machine as a tool, not as a replacement for good teaching. But above all else we must view our sole task in defining our future as giving life to hope, as transforming our students, as insuring that our ultimate station in life is determined by our ability, our energy, our sacrifices and not by our birth, and that an effective, public education is the necessary ingredient our students require to achieve these lofty goals.

Master Plan

We have been describing the major factors affecting the future of our district. If we may distill those changes to one word, that word would be change: rapid, major, fundamental change in our students and in our environment. While we have certainly recognized that change, and made any number of significant responses to that change, I would argue there remains a gap between the demands for change and our response. In essence, I have argued we are in the midst of a revolution, and our response needs to match the scope and drama of the change swirling about us.

Fortunately, both colleges and the district have been engaged in a dialogue regarding these issues for quite some time, and many pieces of our response are already in place. What we need to develop is a consensus, a common vision of our future. This will be the subject of the next issue's article.

To be continued...

CHANCELLOR HIGHLIGHTS

Chancellor Leo Chavez recently:

- Helped organize and participated in October 12 county-wide Collaborative Retreat to work towards coordinating higher education with K-12 education to produce better prepared students.
- Participated in *Joint Venture: Silicon Valley's* Executive Committee meeting of October 19.
- Attended NOVA Private Industry Council's Operations Committee meeting on October 15 and director's meeting on October 28.
- Chaired Mayfair Advisory Committee meeting on October 22. The Mayfair Project is a neighborhood revitalization project through the Community Foundation Silicon Valley.
- Attended The Tech Museum of Innovation education leadership breakfast on October 26.

Melanie Thomas interviews Ron Warnock at October 23 classified staff and managers retreat

Partnership for Excellence

continued from page 1 to the presidents' offices is November 13; the deadline for proposals to be submitted to the Chancellor's Advisory Council is December 7. It was important to complete the process this quarter because the $3 million should be spent in 1998-99 and spent in a timely manner to effectively meet Partnership for Excellence goals.

Campus liaisons are Abel Nunez at Foothill and Judy Miner at De Anza. The Request for Proposals form and further information are available over the network in the Chancellor's Shared Folder, subfolder Partnership for Excellence.

HR CORNER

STRS Workshop. On November 18 an STRS retirement workshop will be held in the District Board Room from 3:00 to 5:00 p.m. Susan Milne, STRS Counselor, has also agreed to have personal appointments on campus. Tentative dates are: January 20 and 21, February 17 and 18, March 23 and 24, April 28 and 29. More information to follow.

PERS Statements. PERS will mail the Annual Statements for members to their home addresses. Members should have their statements by the end of November. Please remember, if you have moved and have not updated your address with PERS, there may be a delay receiving the statement. To report address changes, please contact an HR representative at 949-6222.

Flex Benefits. Flex Benefits Open Enrollment and Renewal began November 2 and continues through December 4.

Classified Staff Evaluation Form. Earlier this year a committee was formed to revise the Classified Staff Evaluation form. The revised evaluation was then "test driven" by a group of administrators and classified employees. The test group included both SEIU and CSEA employees from Foothill, De Anza and Central Services and their administrators.

After completing the evaluation process the test group participants met to assess the form and the process. Based on that feedback, Human Resources will make final revisions and introduce the process for district-wide use in January. Human Resources will provide training for all employees and administrators on the new form and process.

Business CORNER

Enrollment Growing

Both college plans include the continuing need to address access and financial soundness through growth in student enrollment. Last year the district did not grow as budgeted and consequently the 1998-99 budget was developed reflecting minimal growth. While the budget does not provide for enrollment growth, the two colleges have emphasized its importance, and it appears that both Foothill and De Anza Colleges are experiencing growth.

Currently, data indicate that the district may achieve a 2.4% enrollment growth. Both colleges indicate that the growth is being achieved with minimal increases in the number of class sections. Consequently, it is likely that productivity as measured by student contact hours per full-time faculty will improve as well. Both district revenue and related expense budgets will be adjusted in coming months to reflect the growth expectations.

The district just missed receiving about $600,000 in additional revenues. On September 30, 1998, Governor Wilson vetoed Assembly Bill 2398 which would have provided $46 million to community colleges for equalization and noncredit classes. Foothill-De Anza's share would have been over a half-million dollars.

It is difficult to project ending balances as early as the Fall of the academic year, but should the FTES and productivity estimates hold up then the district ending balance should improve by year's end. By how much is difficult to determine since it should also be noted that the district is still in the midst of negotiations with collective bargaining units and the outcome of such will certainly impact the district's financial status.

Last year when the books were closed, ending balances benefited by a one-percent improvement in revenues and one-percent less expenses than budgeted. Each 1% represents about $1 million. Projections that are 99% correct are fairly good considering the complexity of community college financing and state politics. Nevertheless, $1 million variances seem to cause considerable anxiety.

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CONNECTIONS

No. 10 December 1998

The Newsletter of the Foothill-De Anza Community College District

In This Issue:

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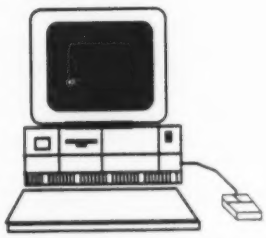
Preliminary Technology Recommendations Released



As reported in Connections earlier, Collegis (an information technology consulting firm) was hired to perform an assessment of the district's Information Technology (IT). The assessment's major areas of focus are the IT governance structure, planning, execution, IT organization, client services, instructional support services and administrative technology. This article will generally summarize some aspects of the assessment.

In the course of the examination Collegis reported that there are a number of positive factors that favor the district's information technology. Foothill-De Anza has a superior reputation in the development and effective use of technology to support instruction and management information. The district was one of the first community colleges to install a network infrastructure and one of the first to access the Internet. The recent installation of a new network infrastructure that includes fiber optics and new connections for classrooms and offices will support technology applications for years to come. In addition, Collegis reports that the district benefits from a core group of faculty "early adopters" of technology, a knowledgeable support staff and a senior administration with a desire to excel.

Elements of the Recommendations

- ***Management:*** CIO, Tech Service Unit Directors
- ***Planning:*** Create new Strategic Plan addressing role of technology in delivery of services
- ***Service:*** Adopt Service Level Agreements to achieve strategic goals
- ***Academic Computing:*** Link curriculum planning to technology planning; develop full-time faculty support function
- ***Systems and Applications:*** Track and budget to replace aging components; replace obsolete MIS system
- ***Year 2000:*** Adopt formal plan for compliance

Collegis has observed that, despite these achievements, the direction of technology is passionate but unclear. Collegis rec-

continued on back

PEOPLE

Hay Enriches Board with Decades of District History

On November 3, Edward A. (Sandy) Hay was elected to fill the Board seat vacated by former trustee Jay Jackman. Sandy brings to his new role the experience of a dedicated, life-long career at Foothill and De Anza. Hired in 1961 when Foothill College was moving from its humble store-front operation in Mountain View to its beautiful new campus on the hill, Sandy was one of 30 new teachers assembled by president Cal Flint and dean Hugh Semans, who had scoured the country in search of exceptional teachers and those with exceptional potential. Sandy remembers those early years as a time of incredible esprit de corps.

Sandy Hay

Although he started out in 1952 at UC Berkeley studying chemistry, his love of the outdoors eventually took him in the direction of geology. Apart from a 2-year break honoring an ROTC commitment by serving in the army, Sandy spent his undergraduate and graduate years at Berkeley, obtaining a Masters in geology in 1961.

Sandy was raised in Long Beach, California — too late to have experienced the devastating 1933 quake that his parents survived. But in a state where the land rarely remains stable, he naturally developed an interest in paleoseismology, the study of ancient earthquakes. His research at contemporary and ancient earthquake sites around the state helps determine where to locate buildings to minimize the risk from shearing in the event of a fault rupture. Anyone who has seen the two sections of single fence displaced by 16 feet on the Earthquake Trail at Point Reyes can begin to appreciate what could happen to a building sitting atop a fault.

In 1966, Sandy served as acting chairman of what was then the Physical Sciences and Math divi-

continued on page 5

CHANCELLOR'S COLUMN

The more things change, the more things change: Planning in a Revol

While the changes in our environment certainly encourage our district's need for equally dramatic change, our response to the demands of the future is fundamentally driven by our past, our tradition. That tradition is rich with examples of leadership and excellence. It is everyone's commitment to maintaining that tradition which will drive our planning efforts. After all, we can do nothing, and still continue to survive — for a while. But it is our long history of national leadership which shapes our desire to remain among those colleges recognized as the most outstanding institutions of higher education in the country. To retain that reputation, to retain our leadership position, we need to develop a cohesive, focused, unified plan to effectively address the changes which continue to buffet us. We need a plan which will guide our decision making, allocate our resources effectively, and improve services to our students. What follows are the general outlines for such a response. The specifics will be included in each college's master plan.

Our planning efforts are focused on the two general themes which have emerged in our many discussions: access and success. Given the changes in demographics and lifestyles, our students should have access to a wide variety of programs and services which are offered 7 days a week, 24 hours a day. We must accommodate the diversity of our students by offering a wide variety of delivery methods which recognize different learning styles, needs and interests. Classroom-based instruction offered in a variety of locations and time frames needs to be expanded; web-based, video, and other distance learning methods must be expanded dramatically to capture the 25- to 45-year-old working adult who will remain a key ingredient to our future. Those same methods must be used to supplement classroom-based instruction for those working students and single parents who cannot always attend every class session. We must develop a "fast track" process to develop new programs and offerings to meet the rapidly changing employment needs in the valley and to make sure that our students are in the "front of the employment lines" for these jobs. We need the capacity to respond in a few short months to emerging job trends in the valley.

While developing the capacity to increase access, let us assert that access without success is meaningless. How then do we improve student success? We must begin by treating each student as a distinct, unique individual with distinctive and unique needs. We must assess each student upon entry and determine strengths, needs, learning styles, goals, and demands. We must then construct an individualized educational plan for each student and we must constantly update that plan as they pursue their goals. We must develop a schedule and mix of delivery methods best suited for their individual needs. We must develop a comprehensive set of effective support services to dramatically improve the chances that each student will have access to the tools he or she needs to succeed.

We must recognize certain fundamentals about our students. One, there will be an increasing number of "non-traditional" students. Two, all students will likely come to us with an inadequate level of preparation. Three, most of the careers in Silicon Valley require a strong background in science and technology. These fundamentals require we place special emphasis on several areas of our curriculum.

It is time we recognize that the data we currently have indicate that our basic skills and ESL programs are not succeeding in preparing each student to succeed. We need to address several issues regarding this assertion. The first is our definition of success. I would argue that the legislature has provided the main outlines of that definition for us. Our mission has been established to prepare students for transfer, to prepare students for career opportunities, and to provide those basic skills offerings which will support our fundamental mission. Thus I would offer this question: at what level should we begin ESL instruction to insure that our students meet those goals established by the legislature? I will initiate the dialogue by asserting it is not our mission to offer ESL courses which do not lead directly to transfer readiness or career opportunities.

To be more direct, we should not offer "survival" ESL or ESL which will equip someone to qualify only for minimum wage jobs. Nor should we offer courses or programs which do not lead to the achievement of our two goals. I do not doubt the human or social need for such courses. I only argue that given our scarce resources we must focus on our mission and concentrate our resources on students who will be given the tools to succeed in transferring and career readiness. We should discuss finding alternatives for those students who do not meet this criteria.

The second issue we need to address is that our developmental or basic skills offerings are inadequate to the task confronting them. We need to accept the fact we need to find a fundamentally different tactic to increase student success, especially for minority students, especially in preparing all our students for careers in science and technology. Again, allow me to initiate the dialogue by arguing we need essentially to discard our current system and develop a comprehensive, integrated, competency-based, basic skills program which will be manda-

tory for all students testing at certain levels. I would like to see the development of a basic skills "boot camp" where students would learn goal setting, study skills, test taking skills, discipline, etc., as well as sufficient reading, writing, and computational skills to succeed in our transfer and career programs. These skills should be developed in a concentrated "immersion" format demanding sufficient commitment on the student's part, 20-30 hours a week in some cases, to allow them to acquire the tools to succeed in a relatively short period of time — one quarter or less. We should make every reasonable effort to insure that no student be allowed entry into a college-level class until and unless that student demonstrates the necessary skills to succeed. Remember: access without success is nothing.

Third, we must recognize that the majority of career opportunities in Silicon Valley will require a solid foundation in science and mathematics. We must also recognize that we are doing an inadequate job preparing all our students for those opportunities. In particular, I would argue we need to emphasize programs to increase the number of reentry women, Hispanics, and Americans of African descent who succeed in math and science. Again, to expedite discussion, our goal will be to increase dramatically the number of these groups who are prepared to succeed in Calculus. We should be recognized as a national leader in preparing these groups for successful careers in scientific and technical careers.

We must focus on our mission and concentrate our resources on students who will be given the tools to succeed in transferring and career readiness

Finally, we must focus our energies on insuring that every Foothill-De Anza student will write, communicate, and compute effectively at the college level. We must insure that each of our students understands the civic, technical, and global environment in which he or she will live and work. Every one of our students will understand how to work cooperatively in a global and diverse cultural environment. If we achieve each of these goals we will insure that our students become the most highly sought students by employers and other colleges and universities. Our vision should remain focused on the fact we have become the point of entry for first generation college students, for students who typically lack status and privilege, for students who need a "second chance." Our vision will be shaped by our imperative to serve them better than anyone else has ever served them. That will be the basis of our leadership.

Preliminary Technology Recommendations

continued from front ommends, therefore, that the district establish a clear IT organizational and decision-making structure. Such a structure would include a Chief Information Officer who would lead the effort to create a shared vision for technology, establish policies, set priorities, recommend the allocation of resources and identify measurable outcomes. The IT organization would also include the use of advisory groups at the college and district levels.

Supporting the CIO position should be an intermediate management structure that has individual technical service unit directors reporting to the CIO. These should include Manager of Learning Technologies (instructional development, video services and distance learning coordination), Manager of Information, Manager of System Operations and the Manager of Client Service Operations (incorporating the help desk, workstation repair and user training).

Collegis finds that the district's IT planning effort has many strategies but very few clearly defined tactics to achieve strategic results. Collegis recommends creating a new IT strategic plan that more clearly defines the role of technology in the delivery of services to students, faculty and staff.

The district should establish and manage to **Service Level Agreements** that clearly define the services to be provided within available resources, establish the methods of service delivery, establish quality standards to be achieved and define measurement and reporting criteria.

Academic computing is the most rapidly growing segment of district IT. Therefore, Collegis recommends that the district concentrate on creating a shared instructional technology vision. Goals should clearly link curriculum planning to technology planning. The district should develop a full-time faculty development and support function, create incentives to encourage faculty to use technology, and provide support for the delivery of related instruction.

It is Collegis' assessment that the district's MIS system is technologically obsolete. IT currently requires approximately $1,000,000 annually to support the functions of FRS, HRS and SIS. Collegis does not suggest a substitute, but recommends engaging in a process to define functional requirements. Collegis further recommends that the district standardize operating processes and abandon its proclivity to develop separate systems for Foothill and for De Anza which are very costly.

The district should institute lifecycle management methods. These include the determination of lifecycle costs, the tracking of aging systems and applications, and the establishment of replacement budgets and schedules for the disposal or replacement of obsolete components.

Collegis recognizes that the district has addressed a number of Year 2000 issues but lacks a formal plan to get the whole job done. The plan must establish a well defined program for assessment and testing of computers and systems.

The detailed report is still being developed with staff feedback and should be ready early in 1999. Once the final report is completed, the district will need to develop a process for addressing the recommendations and associated costs.

Hay Enriches Board

continued from page 2 sion. Soon thereafter, Bob DeHart recruited him to be chair of the new Physical Sciences and Math division at De Anza, which was to open in 1967. This provided Sandy the exciting opportunity to hand-pick faculty for that department. After several years as an administrator, however, he missed the classroom and yearned to return to teaching. In 1971 he was part of an experimental Mini College program at De Anza in which a corps of students were instructed solely by 7 dedicated faculty members.

In 1995 Sandy retired and began devoting more time to consulting work in engineering and geology. He also has continued to teach part-time.

CHANCELLOR HIGHLIGHTS

Chancellor Leo Chavez recently:

- Attended Community College League of California annual convention in Long Beach on November 20.
- Met with Joint Venture Silicon Valley Board on November 19.
- Helped spearhead the creation of the Metropolitan San Jose Collaborative for Academic Excellence Board, which met on November 25 and will work to improve student preparedness in Silicon Valley.

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